

**MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY**

**Moorestown High School
Social Studies Department**

***United States History I
Grade 10***

Date: August 2022

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Course Description and Fundamental Concepts

This college preparatory U.S. History Survey course is the required full year course that covers the history of America from the Colonial Period through the turn of the 20th Century. Having previously studied World Cultures, students now focus on the major political, economic, and social forces that have shaped the culture in which they live. It is followed in the curriculum sequence by Contemporary U.S. History, which brings the study of American life to present times.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

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.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	• 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.
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	• 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.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	• 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).
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

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.

Core Idea	Performance Expectations
<p>Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</p>	<ul style="list-style-type: none"> • 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.
<p>Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</p>	<ul style="list-style-type: none"> • 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.
<p>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</p>	<ul style="list-style-type: none"> • 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.
<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.</p>	<ul style="list-style-type: none"> • 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.
<p>Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.</p>	<ul style="list-style-type: none"> • 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.
<p>Resources impact what is produced and employment opportunities.</p>	<ul style="list-style-type: none"> • 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.
<p>Chronological sequencing serves as a tool for analyzing past and present events.</p>	<ul style="list-style-type: none"> • 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).

To better understand the historical perspective, one must consider historical context.	<ul style="list-style-type: none"> • 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).
Historical sources and evidence provide an understanding of different points of view about historical events.	<ul style="list-style-type: none"> • 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.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

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.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	<ul style="list-style-type: none"> • 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.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	<ul style="list-style-type: none"> • 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.
Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	<ul style="list-style-type: none"> • 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

Resources impact what is produced and employment opportunities.	<ul style="list-style-type: none"> • 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.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	<ul style="list-style-type: none"> • 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.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> • 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
To better understand the historical perspective, one must consider historical context.	<ul style="list-style-type: none"> • 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).
Complex interacting factors influence people's perspective.	<ul style="list-style-type: none"> • 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.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 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.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

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.

Core Idea	Performance Expectations
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	<ul style="list-style-type: none"> • 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).

Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	• 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.
Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	• 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.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

Resources impact what is produced and employment opportunities.	• 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	• 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.
There are multiple and complex causes and effects of historical events.	• 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.
To better understand the historical perspective, one must consider historical context.	• 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.
Complex interacting factors influence people's perspective.	• 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.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 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.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 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.

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.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	<ul style="list-style-type: none"> • 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.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	<ul style="list-style-type: none"> • 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

Core Idea	Performance Expectations
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	<ul style="list-style-type: none"> • 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.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	<ul style="list-style-type: none"> • 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.
The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.	<ul style="list-style-type: none"> • 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.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	<ul style="list-style-type: none"> • 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.
Multiple economic indicators are used to measure the health of an economy.	<ul style="list-style-type: none"> • 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.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> • 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.
Complex interacting factors influence people's perspective.	<ul style="list-style-type: none"> • 6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 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.

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.

Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	<ul style="list-style-type: none">• 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.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	<ul style="list-style-type: none">• 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.
Political and economic decisions throughout time have influenced cultural and environmental characteristics.	<ul style="list-style-type: none">• 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.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	<ul style="list-style-type: none">• 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.
Since most choices involve a little more of one thing and a little less of something else, economic decision-making includes weighing the additional benefit of the action against the additional cost.	<ul style="list-style-type: none">• 6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
Governments and financial institutions influence monetary and fiscal policies.	<ul style="list-style-type: none">• 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.
There are multiple and complex causes and effects of historical events.	<ul style="list-style-type: none">• 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.

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	<ul style="list-style-type: none"> • 6.1.12.HistoryCC.6.b: 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.HistoryCC.6.c: 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).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	<ul style="list-style-type: none"> • 6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Geography, People, and the Environment: Global Interconnections

Core Idea	Performance Expectations
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

Economics, Innovation, Technology: Global Economy

Core Idea	Performance Expectations
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

History, Culture, and Perspective: Historical Sourcing and Evidence

Core Idea	Performance Expectations
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Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistorySE.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
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History, Culture, and Perspective: Claims and Argumentation

Core Idea	Performance Expectations
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.12: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

English Companion Standards

List appropriate units below for which standards will be addressed

Unit Addressed	Standard #	Standard Description
1,2,3,4,5,6,7,8	RH.9-10.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
1,2,3,4,5,6,7,8	RH.9-10.2.	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
1,2,3,4,5,6,7,8	RH.9-10.3.	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
1,2,3,4,5,6,7,8	RH.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
1,2,3,4,5,6,7,8	RH.9-10.5.	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
1,2,3,4,5,6,7,8	RH.9-10.6.	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
1,2,3,4,5,6,7,8	RH.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

1,2,3,4,5,6,7,8	RH.9-10.8.	Assess the extent to which the reasoning and evidence in a text support the author's claims.
1,2,3,4,5,6,7,8	RH.9-10.9.	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
1,2,3,4,5,6,7,8	RH.9-10.10.	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
1,2,3,4,5,6,7,8	WHST.9-10.1.	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <ul style="list-style-type: none"> A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
1,2,3,4,5,6,7,8	WHST.9-10.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

		<p>D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented.</p>
1,2,3,4,5,6,7,8	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1,2,3,4,5,6,7,8	WHST.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
1,2,3,4,5,6,7,8	WHST.9-10.6.	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
1,2,3,4,5,6,7,8	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
1,2,3,4,5,6,7,8	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
1,2,3,4,5,6,7,8	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
1,2,3,4,5,6,7,8	WHST.9-10.10 .	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Personal Financial Literacy ([Standard 9.1](#))

List appropriate units below for which standards will be addressed

Civic Financial Responsibility

Unit Addressed	Core Idea	Performance Expectations
5, 8, 9	Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures. 9.1.12.CFR.2: Summarize causes important to you and compare organizations you seek to support to other organizations with similar missions.
5, 8, 9	The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.

Credit and Debt Management

	There are reasons and consequences to taking on debt.	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt. 9.1.12.CDM.2: Compare and contrast the advantages and disadvantages of various types of mortgages. 9.1.12.CDM.3: Determine ways to leverage debt beneficially. 9.1.12.CDM.4: Identify issues associated with student loan debt, requirements for repayment, and consequences of failure to repay student loan debt.
	There are ways to evaluate loans and their impact on one's personal financial plan.	9.1.12.CDM.5: Identify the types of characteristics of predatory lending practices and the importance of collateral (e.g., payday loans, car title loans, high-risk mortgages). 9.1.12.CDM.6: Compute and assess the accumulating effect of interest paid over time when using a variety of sources of credit. (e.g., student loans, credit cards, auto loans, mortgages, etc.). 9.1.12.CDM.7: Calculate a mortgage payment based on type of loan, down payment, credit score, and loan interest rate. 9.1.12.CDM.8: Compare and compute interest and compound interest and develop an amortization table using business tools.

	Borrowers have rights and responsibilities.	9.1.12.CDM.9: Summarize the causes and consequences of personal and corporate bankruptcy and evaluate the implications for self and others. 9.1.12.CDM.10: Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
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Credit Profile

	Negative information in credit reports can affect a person's credit score and financial options.	9.1.12.CP.1: Summarize how one's credit history can affect finances, including loan terms, employment, and qualifying for loans. 9.1.12.CP.2: Identify the advantages of maintaining a positive credit history.
	Building and maintaining a good credit history is a process.	9.1.12.CP.3: Summarize factors that affect a positive credit rating, including on-time payments, debt versus available credit, length of open credit, and how often you apply for credit. 9.1.12.CP.4: Identify the skill sets needed to build and maintain a positive credit profile. 9.1.12.CP.5: Create a plan to improve and maintain an excellent credit rating.
	Debt reduces net worth.	9.1.12.CP.6: Explain the effect of debt on a person's net worth. 9.1.12.CP.7: Summarize factors that affect a particular credit scoring system.
	There are ways to ensure that your credit is protected, and information is accurate.	9.1.12.CP.8: Identify different ways you can protect your credit. 9.1.12.CP.9: Analyze the information contained in a credit report, how scores are calculated and used, and explain the importance of disputing inaccurate entries.

Economic and Government Influences

1, 2, 3, 4, 5. 6, 7, 8, 9	Tax rates vary based on your financial situation.	9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased. 9.1.12.EG.2: Explain why various forms of income are taxed differently.
1, 2, 3, 4, 5. 6, 7, 8, 9	There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies. 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies. 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.

8, 9	There are agencies, laws, and resources to protect you as a consumer.	9.1.12.EG.6: Analyze the rights and responsibilities of buyers and sellers under consumer protection laws.
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Financial Institutions

	There are ways to manage your accounts that provide you with maximum benefits and protection.	9.1.12.FI.1: Identify ways to protect yourself from identity theft 9.1.12.FI.2: Explain ways to manage your accounts that maximize benefits and provide you with the utmost protection.
	There are factors you can use to select financial institutions and professionals that are best suited for your needs.	9.1.12.FI.3: Develop a plan that uses the services of various financial institutions to prepare for long term personal and family goals (e.g., college, retirement). 9.1.12.FI.4: Research benefits and drawbacks of products offered by financial and non-financial companies (e.g., banks, credit unions, check-cashing stores, product warranty insurance).

Financial Psychology

1, 2, 3, 4, 5. 6, 7, 8, 9	To be fiscally responsible, an individual's finances should align with his or her values and goals.	9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values. 9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
1, 2, 3, 4, 5. 6, 7, 8, 9	Biological behavioral biases, psychology, and unconscious beliefs affect financial decision-making.	9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time. 9.1.12.FP.4: Identify how unconscious beliefs like "money scripts" (money avoidant, money worship, money status, money vigilant) influence financial decision-making. 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making. 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
8, 9	The ability to assess external information is a necessary skill to make informed decisions aligned to one's goals.	9.1.12.FP.7: Determine how multiple sources of objective, accurate and current financial information affect the prioritization of financial decisions (e.g., print information, prospectus, certified financial planners, internet, sales representatives, etc.).

Planning and Budgeting

	There are ways to align your investments with your personal financial goals.	9.1.12.PB.1: Explain the difference between saving and investing. 9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.
1, 2, 3, 4, 5. 6, 7, 8, 9	A budget may need to be modified as an individual's career, financial goals (e.g., education, home ownership, retirement), and/or other life situations change.	9.1.12.PB.3: Design a personal budget that will help you reach your long-term and short-term financial goals. 9.1.12.PB.4: Explain how you would revise your budget to accommodate changing circumstances. 9.1.12.PB.5: Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
	Money management requires understanding of cash flow systems and business practices.	9.1.12.PB.6: Describe and calculate interest and fees that are applied to various forms of spending, debt and saving.

Risk Management and Insurance

8, 9	A person's tolerance for investment risk can change depending on factors such as life circumstances, financial goals, and economic conditions.	9.1.12.RM.1: Describe the importance of various sources of income in retirement, including Social Security, employer-sponsored retirement savings plans, and personal investments. 9.1.12.RM.2: Identify types of investments appropriate for different objectives such as liquidity, income, and growth.
	Different types of insurance have different costs and protections.	9.1.12.RM.3: Compare the cost of various types of insurance (e.g., life, homeowners, motor vehicle) for the same product or service, strategies to lower costs, and the process for filing an insurance claim. 9.1.12.RM.4: Determine when and why it may be appropriate for the government to provide insurance coverage rather than private industry. 9.1.12.RM.5: Explain what self-insuring is and determine when it is appropriate. 9.1.12.RM.6: Differentiate the costs benefits and features (e.g., riders, deductibles, umbrella policies) of renter's and homeowner's insurance. 9.1.12.RM.7: Evaluate individual and family needs for insurance protection using opportunity-cost analysis to determine if the amount of protection is adequate or over-insured.

Career Awareness, Exploration, Preparation, and Training ([Standard 9.2](#))

List appropriate units below for which standards will be addressed

By Grade 12

Unit Addressed	Core Idea	Standard / Description
8, 9	There are strategies to improve one's professional value and marketability.	<p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p>
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p> <p>9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.</p> <p>9.2.12.CAP.8: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.</p> <p>9.2.12.CAP.9: Locate information on working papers, what is required to obtain them, and who must sign them.</p> <p>9.2.12.CAP.10: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans).</p> <p>9.2.12.CAP.11: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.</p>
1, 2, 3, 4, 5. 6, 7, 8, 9	An individual's income and benefit needs and financial plan can change over time.	<p>9.2.12.CAP.12: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.</p>

		9.2.12.CAP.13: <i>Analyze how the economic, social, and political conditions of a time period can affect the labor market.</i>
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	9.2.12.CAP.14: <i>Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.</i>
1, 2, 3, 4, 5, 6, 7, 8, 9	Understanding income involves an analysis of payroll taxes, deductions and earned benefits.	<p>9.2.12.CAP.15: <i>Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.</i></p> <p>9.2.12.CAP.16: <i>Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.</i></p> <p>9.2.12.CAP.17: <i>Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.</i></p> <p>9.2.12.CAP.18: <i>Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).</i></p> <p>9.2.12.CAP.19: <i>Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.</i></p> <p>9.2.12.CAP.20: <i>Analyze a Federal and State Income Tax Return.</i></p>
8	There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals.	<p>9.2.12.CAP.21: <i>Explain low-cost and low-risk ways to start a business.</i></p> <p>9.2.12.CAP.22: <i>Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.</i></p> <p>9.2.12.CAP.23: <i>Identify different ways to obtain capital for starting a business</i></p>

Life Literacies and Key Skills ([Standard 9.4](#))

List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	Core Idea	Standard / Description
1, 2, 3, 4, 5. 6, 7, 8, 9	Creativity and Innovation: With a growth mindset, failure is an important part of success.	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
1, 2, 3, 4, 5. 6, 7, 8, 9	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
1, 2, 3, 4, 5. 6, 7, 8, 9	Critical Thinking and Problem-solving: 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.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.
5, 8, 9	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). 9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics

	<p>Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.</p>	<p>9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).</p> <p>9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).</p> <p>9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.</p>
	<p>Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p>	<p>9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.</p>
	<p>Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.</p>	<p>9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).</p>
	<p>Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.</p>	<p>9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.</p>
9	<p>Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.</p>	<p>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 (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).</p>

1, 2, 3, 4, 5. 6, 7, 8, 9	Information and Media Literacy: 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.	<i>9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.</i> <i>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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).</i>
	Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully	<i>9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)</i> <i>9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).</i>
	Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.	<i>9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</i> <i>9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).</i>
8, 9	Information and Media Literacy: Accurate information may help in making valuable and ethical choices.	<i>9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).</i>
1, 2, 3, 4, 5. 6, 7, 8, 9	Information and Media Literacy: Media have embedded values and points of view.	<i>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).</i> <i>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).</i>
1, 2, 3, 4, 5. 6, 7, 8, 9	Technology Literacy: Digital tools differ in features, capacities, and styles.	<i>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).</i>

	Knowledge of different digital tools is helpful in selecting the best tool for a given task.	9.4.12.TL.2: <i>Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.</i>
1, 2, 3, 4, 5. 6, 7, 8, 9	Technology Literacy: 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.3: <i>Analyze the effectiveness of the process and quality of collaborative environments.</i> 9.4.12.TL.4: <i>Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).</i>

(ADD SPECIFIC STANDARDS AND UNIT #(s) INTO CHART)

Interdisciplinary Connections ([2020 NJSLS](#))

List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))

List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
1, 2, 3, 4, 5. 6, 7, 8, 9	Creating	<i>Anchor Standard 1: Generating and conceptualizing ideas.</i> <i>Anchor Standard 2: Organizing and developing ideas.</i> <i>Anchor Standard 3: Refining and completing products.</i>
1, 2, 3, 4, 5. 6, 7, 8, 9	Connecting	<i>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</i> <i>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</i>
1, 2, 3, 4, 5. 6, 7, 8, 9	Performing/ Presenting/ Producing	<i>Anchor Standard 4: Selecting, analyzing, and interpreting work.</i> <i>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</i> <i>Anchor Standard 6: Conveying meaning through art.</i>
1, 2, 3, 4, 5. 6, 7, 8, 9	Responding	<i>Anchor Standard 7: Perceiving and analyzing products.</i> <i>Anchor Standard 8: Applying criteria to evaluate products.</i> <i>Anchor Standard 9: Interpreting intent and meaning.</i>

Other Interdisciplinary Content Standards

List appropriate units below for any other content/standards that may be addressed

Unit Addressed	Content / Standard #	Standard Description
1, 2, 3, 4, 5, 6, 7, 8, 9	Math/ S-ID A.3	Interpreting Categorical and Quantitative Data A Summarize, represent, and interpret data on a single count or measurement variable. 3. Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
1, 2, 3, 4, 5, 6, 7, 8, 9	Math / S-IC B.6	Making Inferences and Justifying Conclusions B Make inferences and justify conclusions from sample surveys, experiments, and observational studies. 6. Evaluate reports based on data.
5, 8	Science/ HS-LS4-5	Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other specie
1, 2, 3, 4, 5, 6, 7, 8, 9	Science/ HS-ESS3-1	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
1	Science/ HS-ESS1-5	Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.
5, 9	Health & PE/ 2.1.12.EH.2	Analyze factors that influence the emotional and social impact of mental health illness on the family.
1, 2, 3, 4, 5, 6, 7, 8, 9	Health & PE/ 2.1.12.SSH.1	Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity.
5, 8, 9	Health & PE/ 2.1.12.SSH.3	Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues
5, 8, 9	Health & PE/ 2.1.12.CHSS.7:	Describe how individuals and local, state, and global advocacy organizations can collaborate to address common local and global health and social issues (e.g., hunger, clean water, organ/tissue

5, 9	Health & PE/ 2.3.12.ATD.1	Examine the influences of drug use and misuse on an individual's social, emotional and mental wellness
1, 5, 8, 9	World Language/ Strand A	Reflects the Interpretive Mode of communication, in which students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of "one-way" reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
1, 2, 3, 4, 5, 6, 7, 8, 9	<p>Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)</p> <p>Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America.</p> <p>The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.</p>
1, 2, 3, 4, 5, 6, 7, 8, 9	<p>Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)</p> <p>Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.</p>

1, 2, 3, 4, 5, 6, 7, 8, 9	<p>Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12)</p> <p>A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards</p>
1, 2, 3, 4, 5, 6, 7, 8, 9	<p>Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)</p> <p>Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</p>
7, 8, 9	<p>Asian American, Pacific Islander History and Contributions Law: N.J.S.A. 18A:35-4.44 (Grades K-12)</p> <p>A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.</p>

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Unit I: American Beginnings- The discovery and founding of the United States, with emphasis on the emergence and development of the British colonies in North America.	September (~19 days)
Unit II: Revolution- Chronicles the key events that led to the American break from England and the course of the Revolution itself.	October (~19 days)
Unit III: Experiments in Government- Analyzes the American effort to create a republican government from the early effort under the Articles of Confederation to the creation of the Constitution.	November (~16 days)
Unit IV: Government in Action- Chronicles the early years of the American republic under the Constitution. From early debate over use of Constitution (Hamilton v. Jefferson), through emergence of mass democracy and “King” Andrew Jackson, this unit traces America’s effort to figure out her new government.	December (~15 days)
<p style="text-align: center;">Unit IV: Government in Action Continued</p> <p>Unit V: Moving Forward- Traces the economic and social changes that surged through the country after the War of 1812. Initially founded on the “good feelings” produced by the success in the war, the unit primarily focuses on increased economic opportunity (due to invention and innovation connected to the market revolution and westward expansion) and the cultural changes associated with the 2 nd Great Awakening and the subsequent era of reform, as Americans begin to openly confront injustice in their midst.</p>	January (~18 days)
Unit VI: Impending Crisis- Examines the role of slavery in antebellum America and its increasing divisive impact on the social and cultural fabric of the nation, starting with the Missouri Compromise and tracing the debate through the onset of the Civil War.	February (~18 days)
Unit VII: The Civil War & Reconstruction- Chronicles the four years our nation fought itself, highlighting key battles and events during the war and the political and social issues that paralleled them. Examines post-war efforts to rebuild the nation, highlighting the debate over how to reconstruct and the struggle to define the role of the freedmen in the republic.	March (~15-20 days)
Unit VIII: The Gilded Age- Examines post-war economic opportunity as many Americans put the strife of the Civil War & Reconstruction behind them and seek to improve their individual lives. Opportunity lies in the west, in the burgeoning industrial revolution, and in American’s teeming cities. For many, however, the land of opportunity brings misfortune and struggle following the Civil War. From farmers to factory laborers, as others find the American dream, these individuals find the dream more myth. This unit also chronicles their struggle and their efforts to remedy their plight.	April (~15-20 days)
<p style="text-align: center;">Unit VIII: The Gilded Age Continued</p> <p>Unit IX: Modern America – The Progressive State The nation – growing more economically successful as a whole – begins to respond to the plight of those struggling within the nation. Individual efforts coalesce into the Progressive movement, America begins to confront many of her social problems, and life resembling modern America begins to emerge.</p>	May (~18 days)
Unit IX: Modern America – The Progressive State	June (~15 days)

Units Scope and Sequence

Unit I: American Beginnings

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

- 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.

NJSLS - Career Awareness, Exploration, Preparation, and Training

NJSLS - Life Literacies and Key Skills

NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

Unit Big Ideas:

- Cultural Diffusion (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Age of Exploration & Progress (DEI, Amistad)
- TransAtlantic Encounters (DEI, Amistad, Holocaust)
- African Civilizations (DEI, Amistad)
- Empire & Colonial Expansion (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Economic Growth (DEI, Amistad, LGBTQ/Disabilities)
- Genocide (DEI, Amistad, Holocaust)
- Slavery & Coping with Slavery (Amistad, Holocaust)
- Intolerance v. Acceptance (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Progress v. Greed/power (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Natural Rights & Self Governance (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Oppression (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Rule of Law (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Goodness, Courage, Kindness (DEI, Amistad, LGBTQ/Disabilities)

Overarching Enduring Understandings:

- American History is made up of diverse stories that include the experiences of different groups of people. History is not a singular narrative, but should be told from various perspectives. (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- The history of life in America stretches back further than Columbus' discovery of the New World.
- Early American history incorporates the tales of three highly successful, yet distinctly different, peoples: Europeans, Africans, Natives. (Amistad, Holocaust, LGBTQ/Disabilities)
- European action – exploration – initiated the encounters that would truly start US history.
- Colonial settlements followed entirely different paths to survival. (Amistad, Holocaust, LGBTQ/Disabilities)
- Evaluating and challenging inherent biases and the Eurocentric view.(Amistad, Holocaust, LGBTQ/Disabilities)

- With the founding of the American colonies, freedom and rights were stripped from certain groups of people, including homosexuals and slaves. Those opposed to the oppression of one of these groups typically advocated for the rights of the other as well. (Amistad, Holocaust, LGBTQ/Disabilities)
- The obstacles individuals face today based upon their race, religion, gender or sexual identity are a result of long-standing structures created over many centuries by individuals and like-minded groups. (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- African Americans demonstrated resistance to slavery in the ways that they coped with the institution of slavery through singing, dancing, music, and religion. (Amistad)

Overarching Essential Questions:

- Whose story is American history? (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Where does American history start? Who is most responsible for the start of American history? (Amistad, Holocaust, LGBTQ/Disabilities)
- Where would you want to live in 1492?
- Was the start of America good or bad? Why or why not? (Amistad, Holocaust, LGBTQ/Disabilities)
- What happens when cultures collide? Will there always be winners and losers? (Amistad, Holocaust, LGBTQ/Disabilities)
- What makes a colony successful?
- How did African Americans cope with slavery? (Amistad)
- How did anti-gay laws and slavery become hallmarks of colonies founded to escape persecution and oppression? (Amistad, Holocaust, LGBTQ/Disabilities)
- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- How might the beliefs/actions of a larger group influence how an individual sees themselves? Expresses their “identity”? (DEI, Amistad, Holocaust, LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

- Identify and evaluate early indigenous American societies; compare and contrast Native civilizations with colonizing European nations. (DEI)
- Identify and evaluate African civilizations prior to first Africans in America in 1619. (Amistad)
- Explain the development of early European settlements in North America, identifying early difficulties and key components of settlement success. (DEI, Amistad, Holocaust, LGBTQ/Disabilities)
- Evaluate the progress and consequences of conquest including the genocide of indigenous populations. (Amistad, Holocaust)
- Analyze the emergence of the 13 American colonies, identifying key similarities and differences.
- Analyze the identity that emerged in the New World, comparing and contrasting American values with those of the Mother Country, England.
- Understand how and why homosexuality was prevalent during the founding and settling of the American colonies. (LGBTQ/Disabilities)
- Assess and explain why those opposed to slavery often advocated on behalf of homosexuals as well. (Amistad, LGBTQ/Disabilities)
- Students will understand the various ways such oppression manifested and be able to see similarities and differences among various oppressed groups. (DEI, Amistad, Holocaust, LGBTQ/disabilities)
- Students will understand that a number of groups were oppressed in the American colonies – even though the colonists were seeking freedom from oppression. (DEI, Amistad, Holocaust, LGBTQ/disabilities)
- Often, the almost immediate ban on homosexuality in the colonies is overlooked, but it is an important aspect of both Colonial American and LGBTQ history. (LGBTQ/disabilities)

- Anti-gay laws played a significant role in the formation of colonial America.(LGBTQ/ disabilities) Identify the dominant social structure(s) within various colonial-settler communities based upon analysis of social practices, government institutions, etc. (Amistad)
- Analyze specific events from the colonial period, discussing how each event promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity. (DEI, Amistad)

Unit II: Revolution

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT* standards that are addressed in this unit

- 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.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 6.1.12.EconET.2.a: 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.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.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

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[NJSLS - Interdisciplinary Standards](#)

Fundamental Concepts / Big Ideas

Unit Big Ideas:

- Revolution (Amistad, Holocaust, LGBTQ/Disabilities)
- Political Resistance (Amistad, Holocaust, LGBTQ/Disabilities)
- War (Amistad, Holocaust, LGBTQ/Disabilities)
- Egalitarianism (Amistad, Holocaust, LGBTQ/Disabilities)
- Independence
- Colonial diversity (Amistad, Holocaust, LGBTQ/Disabilities)

Enduring Understandings:

- While the American colonies shared many bonds with their mother country, they developed values that threatened to challenge the Crown/Colonial relationship.
- The relationship between England and her American colonies weakened as the Crown moved from salutary neglect to increased control over colonial life.
- America was hotly divided between revolution and reconciliation beyond even the Declaration of Independence, as many remained loyal to the crown.
- An accounting of resources on the eve of the war makes an American victory unlikely, but intangibles (and a little help from the French) help the revolutionaries prevail.
- A variety of people including Englishmen, women, LGBTQ, slaves, free blacks, natives contributed to both sides of the war. (Amistad, Holocaust, LGBTQ/Disabilities)

Essential Questions:

- What makes America so revolutionary (even before the war starts?)
- Does a revolution need radicals? Who were America's radicals?
- Whose fault is the American Revolution?
- What was the experience of marginalized groups during the Revolution? (women, LGBTQ, slaves, free black Americans, Native Americans, loyalists) (Amistad, Holocaust, LGBTQ/Disabilities)
- What roles did women take up during the Revolutionary War? (LGBTQ/Disabilities)
- In what ways have patriarchy, concepts of masculine and feminine ability and appearance ideals, and social norms influenced what roles women played during and after the War and generations to follow? (LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

- Analyze the development of the American identity in the American colonies and evaluate its impact on the Crown/Colonial relationship. (Amistad, Holocaust, LGBTQ/Disabilities)
- Identify key events that strained the Crown/Colonial relationship and describe the escalating strain those events had on the relationship. (Amistad, Holocaust, LGBTQ/Disabilities)
- Compare and contrast the perspectives of both Loyalists and Patriots on the eve of the Revolution.
- Describe key battles of the American Revolution and explain how the colonies were able to emerge victorious.
- Understand and explore the experience of marginalized groups during the revolution: African Americans, Native Americans, Women, LGBTQ+ (Amistad, Holocaust, LGBTQ/Disabilities)
- Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era. (Amistad, Holocaust, LGBTQ/Disabilities)
- Explore some of the roles white colonist women played during the Revolutionary War by analyzing primary and secondary documents related to the period. (LGBTQ/Disabilities)

Unit III: Experiments in Government

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.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.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments' attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.EconET.2.a: 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.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.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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Fundamental Concepts / Big Ideas

Unit Big Ideas

**All big ideas apply to new standards (Amistad, Holocaust, LGBTQ/Disabilities)*

- Federalism
- Centralization of Power v. Divided Power
- Experimentation
- Three Branches of Government Power
- Separation of Powers
- Checks and Balances
- Popular Sovereignty
- Rule of Law
- Compromise
- Bill of Rights
- Human Rights
- Slavery in the Constitution

Enduring Understandings:

- American government strikes a delicate balance between local and national control. (Amistad, Holocaust, LGBTQ/Disabilities)
- The Articles of Confederation, although appealing to American's desire for a weak central government, proved ineffective when dealing with key national issues.
- The creation of the Constitution was, in itself, a revolutionary (or reactionary) action.
- Key political differences at the Constitutional Convention were resolved through compromise. (Amistad, Holocaust, LGBTQ/Disabilities)
- The structure of the government created by the Constitution checks and balances power both internally (separation of powers) and externally (federalism).
- The Constitution was controversial and faced stiff opposition before finding the support it needed for ratification. (Amistad, Holocaust, LGBTQ/Disabilities)
- During the debate on the Constitution, the Federalists promised to add a Bill of Rights in order to get the Constitution ratified. (Amistad, Holocaust, LGBTQ/Disabilities)
- LGBT people, like other minority groups before them, have encountered structural obstacles in the form of codified laws that have limited their ability to enjoy the full protections of citizenship as dictated by the United States Constitution. (Amistad, Holocaust, LGBTQ/Disabilities)

Essential Questions:

- What challenges did the new American republic face, and how did the US Constitution reflect those challenges? (Amistad, Holocaust, LGBTQ/Disabilities)
- How much government is "enough" government?
- Why did TJ call the AofC the "best government existing or that ever did exist?"
- How were the members of the Constitutional Convention like those at the 2nd Continental Congress? Different?
- Why were there supporters and critics of the Constitution? (Amistad, Holocaust, LGBTQ/Disabilities)
- What is federalism/sop/ checks and balances/rule of law? How does this concept impact society today?
- Many people think of democracy as being the most "fair" type of government, but is that necessarily the case? How can a set of laws favor one particular group in society? (Amistad, Holocaust, LGBTQ/Disabilities)
- How can one recognize or identify situations of systemic inequality? (Amistad, Holocaust, LGBTQ/Disabilities)
- Why might democratic societies pass laws that favor majority groups at the expense of minority groups? (Amistad, Holocaust, LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

- Evaluate the effectiveness of the Articles of Confederation, identifying both strengths and weaknesses in the first American government. (Amistad, Holocaust, LGBTQ/Disabilities)
- Describe the members of the Constitutional Convention and explain their rationale for changing America's government.
- Identify the key compromises that emerged in the summer of 1787 to all the Constitution to be created.
- Explain the structure of the government created by the Constitution, utilizing the following key concepts: federalism, separation of powers, checks and balances, Bill of Rights.
- Analyze the ratification process, evaluating the strengths and weaknesses of the anti-Federalist and Federalist positions.
- How were marginalized groups impacted by the Constitution? (positives/negatives) (Amistad, Holocaust, LGBTQ/Disabilities)

Unit III: Experiments in Government

Learning Goals: What do I want my students to learn?

Standards

NJSLS -

- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.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.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments' attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.EconET.2.a: 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.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.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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Fundamental Concepts / Big Ideas

Unit Big Ideas

**All big ideas apply to new standards (Amistad, Holocaust, LGBTQ/Disabilities)*

- Federalism
- Centralization of Power v. Divided Power
- Experimentation
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- Rule of Law
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- Bill of Rights
- Human Rights
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Enduring Understandings:

- American government strikes a delicate balance between local and national control. (Amistad, Holocaust, LGBTQ/Disabilities)
- The Articles of Confederation, although appealing to American's desire for a weak central government, proved ineffective when dealing with key national issues.
- The creation of the Constitution was, in itself, a revolutionary (or reactionary) action.
- Key political differences at the Constitutional Convention were resolved through compromise. (Amistad, Holocaust, LGBTQ/Disabilities)
- The structure of the government created by the Constitution checks and balances power both internally (separation of powers) and externally (federalism).
- The Constitution was controversial and faced stiff opposition before finding the support it needed for ratification. (Amistad, Holocaust, LGBTQ/Disabilities)
- During the debate on the Constitution, the Federalists promised to add a Bill of Rights in order to get the Constitution ratified. (Amistad, Holocaust, LGBTQ/Disabilities)
- LGBT people, like other minority groups before them, have encountered structural obstacles in the form of codified laws that have limited their ability to enjoy the full protections of citizenship as dictated by the United States Constitution. (Amistad, Holocaust, LGBTQ/Disabilities)

Essential Questions:

- What challenges did the new American republic face, and how did the US Constitution reflect those challenges? (Amistad, Holocaust, LGBTQ/Disabilities)
- How much government is "enough" government?
- Why did TJ call the AofC the "best government existing or that ever did exist?"
- How were the members of the Constitutional Convention like those at the 2nd Continental Congress? Different?
- Why were there supporters and critics of the Constitution? (Amistad, Holocaust, LGBTQ/Disabilities)
- What is federalism/sop/ checks and balances/rule of law? How does this concept impact society today?
- Many people think of democracy as being the most "fair" type of government, but is that necessarily the case? How can a set of laws favor one particular group in society? (Amistad, Holocaust, LGBTQ/Disabilities)
- How can one recognize or identify situations of systemic inequality? (Amistad, Holocaust, LGBTQ/Disabilities)
- Why might democratic societies pass laws that favor majority groups at the expense of minority groups? (Amistad, Holocaust, LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

- Evaluate the effectiveness of the Articles of Confederation, identifying both strengths and weaknesses in the first American government. (Amistad, Holocaust, LGBTQ/Disabilities)
- Describe the members of the Constitutional Convention and explain their rationale for changing America's government.
- Identify the key compromises that emerged in the summer of 1787 to all the Constitution to be created.
- Explain the structure of the government created by the Constitution, utilizing the following key concepts: federalism, separation of powers, checks and balances, Bill of Rights.
- Analyze the ratification process, evaluating the strengths and weaknesses of the anti-Federalist and Federalist positions.
- How were marginalized groups impacted by the Constitution? (positives/negatives) (Amistad, Holocaust, LGBTQ/Disabilities)

Unit IV: Government in Action

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT* standards that are addressed in this unit

- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.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.EconET.2.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.HistoryUP.2.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.

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Fundamental Concepts / Big Ideas

Unit Big Ideas

- Political Partisanship (Amistad, Holocaust, LGBTQ/Disabilities)
- Federal Power (Amistad, Holocaust, LGBTQ/Disabilities)
- Mass Democracy (Amistad, LGBTQ/Disabilities)

Enduring Understandings:

- Led by Alexander Hamilton, proponents of increased federal power emerge victorious in strident debate on the power of the new government.
- The Constitution proves up to the task when confronted by problems similar to those that plagued the AofC.
- Different philosophies on government power led to the emergence of political parties whose competing perspectives colored the actions of the government. (Amistad, LGBTQ/Disabilities)
- Victory in the War of 1812 ushered in a time period of economic, social, and political growth. (Amistad, LGBTQ/Disabilities)
- Republican sentiment led to the expansion of suffrage rights and the emergence of mass democracy. (Amistad, LGBTQ/Disabilities)

Essential Questions:

- Should we trust our federal government? Why would you? Why wouldn't you? (Amistad, Holocaust, LGBTQ/Disabilities)
- Are we a nation of Thomas Jeffersons or Alexander Hamiltons? Why? What were we when our country began?
- Who is a better friend – England, France, or Spain?
- How did the young Republic get to this point?

Learning Objectives

Students will be able to...

- Compare and contrast Alexander Hamilton and Thomas Jefferson's biographies and political philosophies.
- Evaluate the effectiveness of the new government under the Constitution.
- Explain why political parties emerged in America and analyze their impact on politics in the young Republic.
- Evaluate the Election of 1800 and the Presidency of Thomas Jefferson – was it truly a “revolution”?
- Evaluate American performance in the War of 1812 and analyze the long term impacts of our involvement in the conflict.
- Evaluate the experiences of marginalized communities during this time period. (Amistad, LGBTQ/Disabilities)

Unit V: Moving Forward

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT standards that are addressed in this unit*

- 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.CivicsPI.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.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 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.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.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

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Fundamental Concepts / Big Ideas

Unit Big Ideas

- Opportunity and the American Dream (Amistad, LGBTQ/Disabilities)
- Rugged Individualism (Amistad, LGBTQ/Disabilities)
- Discrimination (Amistad, Holocaust, LGBTQ/Disabilities)
- Social Reform Movements (Abolition for African Americans, Women's Rights, Temperance, Workers' Rights, Prison/Hospital Reform for the Disabled) (Amistad, Holocaust, LGBTQ/Disabilities)

Enduring Understandings:

- Firmly established domestically and globally, Americans are now ready to move forward to seize the opportunities for growth and prosperity the nation affords. (Amistad, LGBTQ/Disabilities)
- Republican sentiment led to the expansion of suffrage rights and the emergence of mass democracy.
- The incorporation of the Common Man forever changed American politics.

- Dynamic changes in the global economy and a stable domestic and foreign political environment opened opportunities for economic growth in the Antebellum United States. (Amistad)
- Spurred by religious revival, many Americans sought ways to better life for others through social and political reform as the nation grew and prospered. (Amistad, LGBTQ/Disabilities)
- The American West proved attractive to countless Americans seeking the greatest opportunity, leading to steady expansion of the nation (and conflict with those in our way).

Essential Questions:

- In times of peace and stability, what drives Americans?
- How does personality affect a President?
- What happens when the government is opened to the masses? What would “King Mob” say? (Amistad, Holocaust, LGBTQ/Disabilities)
- Who is the Common Man? Is there such a thing as an average American during the Antebellum Era?
- Why is the antebellum era considered revolutionary economically?
- Why reform?
- What would America have been like if there had been no West open for expansion?
- How have women contributed to the Civil War? (Amistad, LGBTQ/Disabilities)
- In what ways have gender, masculinity, and social norms hindered the way that we view the female war effort? (Amistad, LGBTQ/Disabilities)
- What sacrifices and dangers did women face that chose to confront the social norms of the Civil War period? (Amistad, LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

- Analyze the Election of 1824 and evaluate the impact of changing voter qualifications had on the national political scene.
- Evaluate the Presidency of Andrew Jackson.
- Explain the global and domestic economic changes that affected America during the Antebellum Era.
- Identify key Antebellum religious and reform movements, explain their origins, and evaluate their impact. (Amistad, LGBTQ/Disabilities)
- Evaluate the impact of the American West on Americans, Native Americans, and our national neighbors. (Holocaust, LGBTQ)
- Identify and explore the experience of marginalized groups during an era of early social reform. (Amistad, LGBTQ/Disabilities)

Unit VI: Impending Crisis

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT* standards that are addressed in this unit

- 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.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.

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Fundamental Concepts / Big Ideas

***This entire unit supports the Amistad Law**

Unit Big Ideas:

- Sectionalism (Amistad)
- Compromise (Amistad, Holocaust, LGBTQ/Disabilities)
- Racism (Amistad)
- Slavery (Amistad)
- Westward Expansion (Amistad, Holocaust, LGBTQ/Disabilities)

Enduring Understandings:

- Distinct regional specializations have social, as well as economic, ramifications for the United States. (Amistad, Holocaust, LGBTQ/Disabilities)
- Forces of change, especially westward expansion, continually call the question of slavery into political debate during the Antebellum Era. (Amistad)
- Political compromise over slavery becomes more difficult as nationalism gives way to sectionalism. (Amistad, Holocaust)
- Initially, few feel strongly about the slave issue, but emotions increase as the debate over the institution increases as events unfold in the 1850s. (Amistad, Holocaust)
- Abraham Lincoln's political views don't overtly threaten to end slavery, but his personal convictions convince most Southerners that they cannot live with him as President. (Amistad)

Essential Questions:

- Was the Civil War inevitable?
- Why do most Americans – North and South – accept slavery? What causes opinions to begin to change? (Amistad, Holocaust)
- How does the Compromise of 1850 compare to the Missouri Compromise?
- Why does Abe Lincoln call HBS the “little woman who started this war”? Could the same be said of Stephen Douglas? John Brown? Abe Lincoln himself?
- Who was President Lincoln? Was Abraham Lincoln racist? What were Abe Lincoln’s perspectives on slavery, freedom, and civil rights for African Americans? How did his view on race shape the nation? (Amistad, Holocaust, LGBTQ/Disabilities)

Learning Objectives

Students will be able to...

- Analyze slavery, comparing and contrasting the perspectives Americans in both the North and South had on the institution. (Amistad, Holocaust, LGBTQ/Disabilities)
- Explain what it was like to be a slave in America during the Antebellum Era. (Amistad, Holocaust)
- Trace the evolution of political compromise over slavery from the Constitutional Convention through the Compromise of 1850 and evaluate the effectiveness of that compromise. (Amistad, Holocaust)
- Analyze contributions of the abolitionist movement and chronicle its development from radical fringe movement to national influence. (Amistad)
- Identify key examples of individual action for/against slavery and evaluate the impact of said action on the national discourse on slavery. (Amistad)
- Analyze the person and politics of Abraham Lincoln and explain why his election in 1860 triggered secession. (Amistad)
- Evaluate the African American experience and perspective during the 1850s. (Amistad)
- Explore African American communities created by the freedom seekers. (Amistad)

Unit VII: The Civil War & Reconstruction

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT* standards that are addressed in this unit

- 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.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

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Fundamental Concepts / Big Ideas

***This entire unit supports the Amistad Law**

Unit Big Ideas:

- Total War (Amistad, Holocaust, LGBTQ/Disabilities)
- Civil War (Amistad, Holocaust, LGBTQ/Disabilities)
- Reconciliation
- Reconstruction (Amistad, Holocaust, LGBTQ/Disabilities)
- Freedom, Equality, Justice (Amistad, Holocaust, LGBTQ/Disabilities)
- White Redemption & Supremacy in the South (Amistad, Holocaust)
- Racism- Lynching, Jim Crow State Laws, National Law- *Plessy v. Ferguson* (Amistad, Holocaust)

Enduring Understandings:

- Regional strengths and weaknesses gave the South the early advantage, but gave the North a long edge.
- Warfare utilized traditional tactics with new technology, resulting in a brutal conflict with a high cost.
- Fortune and fate played a significant role in critical battles, shifting the fortune of the war.
- Abraham Lincoln endured Northern struggles and overcome difficult challenges on the battlefield, with domestic politics, and with his personal life. (LGBTQ/Disabilities)
- Radical Republican efforts to rebuild the South failed to socially reintegrate the rebellious states, allowing many facets of Southern life to return as closely as possible to pre-war standards. (Amistad, Holocaust, LGBTQ/Disabilities)
- The 13th , 14 th , and 15 th Amendments redefined American citizenship and the role of the federal government, providing significant change that would outlast Reconstruction Era struggles. (Amistad, Holocaust, LGBTQ/Disabilities)
- African American contributed to the war effort and rebuilding the nation politically during Reconstruction. (Amistad)
- Students will gain knowledge about the various roles in which women played throughout the Civil War and how gender constructs have often inhibited our understanding of how some women ultimately were able to negotiate around these social norms and create for themselves a place in which they were silently successful in pushing back against societal expectations for women at the time. (Amistad, Holocaust, LGBTQ/Disabilities, DEI)

Essential Questions:

- What makes a civil war different from a foreign war?
- How might a civil war affect society and the US economy?
- At its outset, who is favored to win the Civil War?
- How would the war have turned out if the South had won at Gettysburg?
- What is the best path to reconciliation – forgiveness or vengeance? (Amistad)
- How fundamentally did the Civil War change American society? (Amistad)
- Analyze the ways in which women contributed to the war effort. (Amistad, LGBTQ/Disabilities, DEI)
- Describe how some women were able to defy societal constructs by fighting as “men” (Amistad, LGBTQ/Disabilities)
- Discuss the implications and potential risks these women took, and why they did. (Amistad, LGBTQ)

Learning Objectives

Students will be able to...

- Compare and contrast the North and South on the eve of the Civil War. (Amistad, Holocaust, LGBTQ/Disabilities)
- Describe the American Civil War, explaining how the war unfolded and identifying key battles .
- Examine the roles of women, African Americans, and Native Americans in the Civil War. (Amistad, Holocaust, LGBTQ/Disabilities)
- Students will focus upon women during the Civil War who have often been “othered” or “silenced” as a result of their gender. Students will take a deeper dive into analyzing the history of women during the Civil War, and the ways in which they contributed to the war effort. In particular, students will be studying how some women chose to blur the gender lines by dressing as males and “passing” within society, during the Civil War and sometimes even after; thus allowing for a lens in the understanding of LGBTQ history/rights.(Amistad, Holocaust, LGBTQ/Disabilities, DEI)
- Evaluate the Presidency of Abraham Lincoln and his legacy.
- Identify the competing plans for rebuilding the South and explain how Reconstruction unfolded.
- Evaluate how the South rolled back on key civil rights legislation accomplished during Reconstruction -preventing black Americans from achieving full equality, justice, opportunity, and freedom. (Amistad, Holocaust, LGBTQ/Disabilities)

Unit VIII: The Gilded Age

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT* standards that are addressed in this unit

- 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.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.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.

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Fundamental Concepts / Big Ideas

Unit Big Ideas:

- The American Dream & Opportunity (Amistad, Holocaust, LGBTQ/Disabilities)
- Laissez Faire Capitalism (Amistad, LGBTQ/Disabilities)
- Big Business v. Labor Unions (Amistad, LGBTQ/Disabilities)
- Immigration (DEI)
- Nativism (DEI, Holocaust)
- Urbanization
- Industrialization
- Agri-Business
- Social Darwinism (Amistad, Holocaust, LGBTQ/Disabilities)
- Political Corruption
- Economic, Political, and Social Inequalities (Amistad, Holocaust, LGBTQ/Disabilities)

Enduring Understandings:

- The end of the Civil War pushes many Americans back to the pursuit of the American Dream – capitalizing on opportunities to make their lives better. (Amistad, LGBTQ/Disabilities)
- The American West, and its seemingly limitless land and resources, proves an alluring opportunity for many otherwise luckless Americans. (Amistad, LGBTQ/Disabilities)
- Industrialization spawns opportunity for the innovator –whether an inventor or a titan of industry – to find great success.
- American industrial success draws thousands of immigrants to the nation in search of a better life.
- Cities boom , both in terms of people and innovation, drawing more and more to glowing lights.
- The American Dream proves elusive for many who find the obstacles in areas of opportunity too hard to overcome. (Amistad, LGBTQ/Disabilities)
- Marginalized farmers and workers find power in numbers as they look to collectively improve their lot. (Amistad, LGBTQ/Disabilities)

Essential Questions:

- What is the American Dream and how does one achieve it in the Gilded Age? (Amistad, LGBTQ/Disabilities)
- What are the obstacles and struggles facing marginalized groups trying to achieve the American Dream in the Gilded Age? (Amistad, Holocaust, LGBTQ/Disabilities)
- Are industrialists Captains of Industry or Robber Barons?
- Why were there so many inventors during this time? Who were they? (Amistad, LGBTQ/Disabilities)
- How did Americans treat those who were unable to capture the vision of American success? (Amistad, Holocaust, LGBTQ/Disabilities)
- Does 1900 America look more like 1800 America or 2000 America? Why?

Learning Objectives*Students will be able to...*

- Identify the opportunities that arose in the United States after the Civil War to give Americans the opportunity to make their lives better. (Amistad, LGBTQ/Disabilities)
- Analyze the impact of the Industrial Revolution on American society. (Amistad, LGBTQ/Disabilities)
- Evaluate the actions of the Titans of Industry, assessing both their innovative business techniques and the economic and social consequences of monopolization.
- Explore the accomplishments of diverse American scientists. (Amistad, LGBTQ/Disabilities)
- Identify the key problems confronting farmers and explain how the agrarian movement attempted to confront them. (Amistad, LGBTQ/Disabilities)
- Explain the evolution of workers' unions, identifying key unions both black and white, leaders, and concepts that were integral to the process. (Amistad, LGBTQ/Disabilities)

Unit IX: Modern America – The Progressive State

Learning Goals: What do I want my students to learn?

Standards

[NJSLS](#) - List *SUBJECT/CONTENT standards that are addressed in this unit*

- 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.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.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.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.HistoryCC.6.b: 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.HistoryCC.6.c: 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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Fundamental Concepts / Big Ideas

Unit Big Ideas:

- Progressivism (Climate)
- Investigative Journalism (Amistad, LGBTQ/Disabilities)
- Social, Economic, and Political Reform
- Conservationism (Climate)
- Marginalized Groups' Progress, Challenges, Activism (Amistad, Holocaust, LGBTQ/Disabilities)
- Federal Gov't Expansion
- Human Rights (Amistad, Holocaust, LGBTQ/Disabilities)
- Citizenship
- Leadership (Amistad, LGBTQ/Disabilities)

Enduring Understandings:

- The Progressive Movement starts as a grassroots movement of mainly middle class Americans attempting to rectify the problems in industrial society. (Civics, Climate)
- Media, through the emerging efforts of national writers, became a key tool highlighting problems confronting the nation. (Amistad, LGBTQ/Disabilities)
- When Presidents embrace Progressive philosophy, it prompts significant national change and gives the government a greater role in regulating American life. (Amistad, LGBTQ/Disabilities)
- Women are key parts of the Progressive Movement, embracing key areas of reform culminating in the achievement of women's suffrage. (Amistad, LGBTQ/Disabilities)
- Prominent leaders emerge to call for greater opportunities for African-Americans, but achieve little support from either the Progressive Movement or national political leaders. (Amistad, LGBTQ/Disabilities)

Essential Questions:

- Who is responsible for individual success? Failure? When are we responsible for the individual v. the collective? (Amistad, Holocaust, LGBTQ/Disabilities)
- Are “muckrakers” good or bad? Why? What does Teddy Roosevelt think?
- What role does the free press play in the checks and balances of our government system and society ? (Amistad, Holocaust, LGBTQ/Disabilities)
- How “big” should the government be?
- Who is most responsible for social change -those desiring access to more power or those yielding? (Amistad, Holocaust, LGBTQ/Disabilities)
- Why were women successful achieving goals during Progressivism while African-Americans were largely not? (Amistad, LGBTQ/Disabilities)
- How did African Americans demonstrate activism against racism? (Amistad, Holocaust, LGBTQ/Disabilities)

Learning Objectives*Students will be able to...*

- Define Progressivism and analyze the evolution of the Progressive Movement.
- Identify key Presidents who embraced Progressivism and compare and contrast their efforts to bring about Progressive reform. (Climate, Civics)
- Evaluate the role of women in the Progressive Era. (Amistad, LGBTQ/Disabilities)
- Explain the tactics employed by women to gain greater social equality, including the right to vote. (Amistad, LGBTQ/Disabilities)
- Compare and contrast the perspectives of Booker T. Washington and WEB DuBois and evaluate their efforts to bring about change for African-Americans. (Amistad, LGBTQ/Disabilities)
- Evaluate the legacy of African American activists such as Ida B Wells in exposing injustices such as the practice of lynching. (Amistad, Holocaust)

Please contact the content supervisor for any questions.