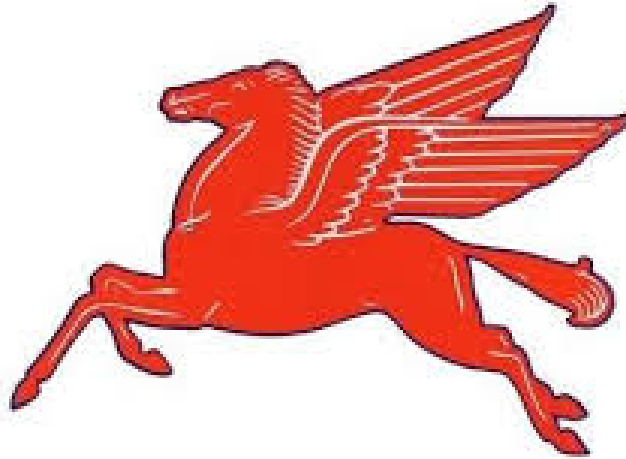


Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



US HISTORY I - Grade 10

UPDATED 2020-2021

For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy.

Board Approved: October 2021

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Paulsboro Public Schools

Superintendent, Dr. Roy Dawson, III

Board of Education

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* Greenwich Township Board of Education Representative

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Mrs. Anisah Coppin, Business Administrator/Board Secretary

Mr. Robert Harris, Director of Special Services

Mrs. Tina Morris, Principal, grades Pre-K to 2

Mr. Matthew J. Browne, Principal, grades 3-6

Mr. Paul Morina, Principal, grades 7-12

Paulsboro Public Schools

Mission Statement

The mission of the Paulsboro School District is to work with students, parents, educators, and community to develop excellence in education while preparing each student to be viable and productive citizens in society. Our goal is to develop the unique potential of the whole student by creating a challenging and diverse learning climate that prepares students for the 21st Century and is rich in tradition and pride.

(#) GRADE PACING CHART (2020-2021)

TOPIC	# OF DAYS	DATES	COMMENTS
TOPIC	# OF DAYS	DATES	COMMENTS
Chapter 2: The American Colonies	14	9/8-9/29	Focus on America's 13 colonies.
Chapter 3: The American Revolution	12	9/30-10/16	Focus on the American Revolution.
Chapter 4: The U.S. Constitution	12	10/19-10/30	Focus on the development of the U.S. Constitution.
Chapter 5: A New Nation	12	11/2-11/25	Focus on the developments of the United States as a new nation.
Chapter 6: Nationalism and Sectionalism	14	11/30-12/14	Focus on Nationalism and Sectionalism in the U.S.
Chapter 7: Opening the Frontier	12	12/15-1/14	Focus on expanding the frontier in the U.S.
Chapter 8: Reform Movements	12	1-15-1/29	Focus on Reform movements in the United States.
Chapter 9: The Civil War	20	2/1-2/2/26	Focus on the battles of the Civil War.
Chapter 10: Reconstruction	12	3/1-3/15	Focus on Reconstruction in the U.S. after the Civil War.
Chapter 11: Westward Expansion	12	3/16-4/6	Focus on Westward Expansion in the U.S.
Chapter 12: Industrialization	12	4/7-4/26	Focus on industrialization across the United States.
Chapter 13: Immigration and Urbanization	14	4/27-5/18	Focus on Immigration into the U.S. and urbanization of our nation.
Chapter 14: Progressivism	20	5/19-6/4	Focus on the progressive era in the United States.

DEFINITIONS

NJ Student Learning Standards - Clear and specific benchmarks for students’ achievement in various content areas. The standards ensure that each child receives a “thorough and efficient education”.

21st Century Life and Careers Standards - These skills that are comprised of the “12 Career Ready Practices” and Standards 9.1 through 9.4. The organization of these standards intends to enable students to make informed decisions that prepare them to engage as active citizens in global society and be prepared for the opportunities of the 21st century workplace.

ELA Companion Standards - Consists of standards for reading and writing in History, Social Studies, Science and Technical subjects. ELA curricula

Gifted and Talented Learners - Students with high-ability who may need more depth and complexity in instruction.

Special Education Learners - Students in need of supports and interventions to improve student achievement

English Language Learners – Students with a native language other than English or who are at varying degrees of English language proficiency.

QUARTER 1 – Big Idea: Revolutionary Ideas Topic: The American Colonies and American Revolution		
Standards: NJ Student Learning Standards: 6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. 6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a.,	GOAL	
	SWBAT Explain why Europeans settled in North America Describe life in colonial North America Identify 6 causes of the American Revolution Explain the concept of 'natural rights' as well as other Enlightenment ideals Describe military strategies of both sides during the American Revolution Analyze effects of the American Revolution (both in America and abroad)	
	Essential Questions	Assessments
	Why did American colonies in different regions develop varying economic, political, and societal practices? How was the American Revolution revolutionary?	<i>American History: Module 2</i> Assessment page 102-103 <i>American History: Module 3</i> Assessment page 140-141 Verbal and/or written questions Graphic organizers Tests Quizzes Projects

<p>6.1.12.GeoPP.2.a, 6.1.12.EconEM.2.a, 6.1.12.EconEM.2.b, 6.1.12.EconEM.2.c, 6.1.12.HistoryCC.2.a, 6.1.12.HistoryCC.2.b,</p>		<p>Presentations Booklets</p>
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2B</p> <p>21st Century Life and Careers:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for</p>	<p>Enduring Understanding</p> <p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Resources</p> <p>Textbook: <i>American History</i> (2018) and associated resources</p> <p><i>Federalist Papers</i></p> <p><i>The Declaration of Independence</i></p> <p>Movie: <i>The Patriot</i> (2000)</p> <p>www.loc.gov (Library of Congress)</p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.ushistory.org</p> <p>www.eyewitnesshistory.com</p> <p>https://www.nj.gov/education/amistad/</p> <p>https://www.nj.gov/education/holocaust/</p> <p>Maps (current day and various historical maps)</p> <p>Various school library resources</p> <p>Various Internet resources</p>

students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.12.CFR.1, 9.1.12.CFR.2,
9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

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9.2.12.CAP.9, 9.2.12.CAP.10,
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9.2.12.CAP.13

including: History.com
and Youtube.com

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

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9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
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TECH.8.1.12, TECH.8.1.12.A, T
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TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
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TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

ELA Companion Standards:

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.

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.

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.

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.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text

<p>complexity band independently and proficiently.</p> <p>MODIFICATIONS: Gifted and Talented Learners: Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>Special Education Learners: Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>English Language Learners: Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
QUARTER 1 – Big Idea: Political Development Topic: U.S. Constitution and A New Nation		
<p>Standards: NJ Student Learning Standards:</p> <p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and</p>	<p>GOAL</p> <p>SWBAT</p> <p>Describe the benefits and drawbacks of a strong central government and strong state governments. Explain why the Bill of Rights is important.</p>	

<p>present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.1.12.CivicsPI.1.a, 6.1.12.CivicsPD.1.a, 6.1.12.GeoGI.1.a, 6.1.12.EconGE.1.a, 6.1.12.HistoryCC.1.a, 6.1.12.CivicsPI.2.b, 6.1.12.CivicsPD.2.a, 6.1.12.CivicsPR.2.a, 6.1.12.GeoPP.2.a, 6.1.12.EconEM.2.a, 6.1.12.EconEM.2.b, 6.1.12.EconEM.2.c, 6.1.12.HistoryCC.2.a, 6.1.12.HistoryCC.2.b,</p>	<p>Analyze how the US Constitution was helpful in spreading democracy around the world. Analyze how the Articles of Confederation provided the U.S with an effective government. List how the Constitution was created. Explain the system of checks and balances and how it provides us with an effective and efficient government. Explain why the Constitution is often been referred to as a “living document. List the pros/cons of neutrality. Compare and contrast why the rights protected by the Bill of Rights get violated. Explain how George Washington was successful in launching the new government. Are political parties good for our nation?</p>						
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<p>disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>6.3.12.CivicsHR.1, 6.3.12.GeoGl.1, 6.3.12.EconGE.1, 6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2B</p> <p>21st Century Life and Careers:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.1.12.CFR.1, 9.1.12.CFR.2, 9.1.12.CFR.3, 9.1.12.CFR.4, 9.1.12.CFR.5, 9.1.12.CFR.6, 9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3, 9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's</p>	<p>Enduring Understanding</p> <p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Resources</p> <p>Textbook: <i>American History</i> (2018) and associated resources</p> <p><i>Federalist Papers</i></p> <p><i>The Declaration of Independence</i></p> <p>Movie: <i>The Patriot</i> (2000)</p> <p>www.loc.gov (Library of Congress)</p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.ushistory.org</p> <p>www.eyewitnesshistory.com</p> <p>https://www.nj.gov/education/amistad/</p> <p>https://www.nj.gov/education/holocaust/</p> <p>Maps (current day and various historical maps)</p> <p>Various school library resources</p> <p>Various Internet resources including: History.com and Youtube.com</p>
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Technology Standards:

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TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
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TECH.8.1.12.E.CS2

**ELA Companion Standards in
History, Social Studies, Science &
Technical Subjects:**

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.

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.

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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.

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

Anchor Standards:

MODIFICATIONS:

Gifted and Talented Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

Special Education Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

English Language Learners:

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**QUARTER 2 –
Big Idea: Political Development
Topic: Nationalism and Sectionalism**

Standards:

NJ Student Learning Standards:

6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.CivicsPI.3.a, 6.1.12.CivicsPI.3.b,
6.1.12.CivicsDP.3.a,
6.1.12.CivicsDP.3.b,
6.1.12.CivicsDP.3.c, 6.1.12.GeoSV.3.a,
6.1.12.EconET.3.a,

GOAL

SWBAT

Explain how suppression of public opinion can or can't be justified.
List how American identity developed and evolved over the years.
Define Nationalism.
Discuss how the federal government asserted its jurisdiction over state governments.
Explain how foreign affairs were guided by national self interest.
Summarize the issues that divided the country as the United States expanded its borders.
Describe the tension between Adams and Jackson; describe the expansion of suffrage.
Explain Jackson's spoils system and his appeal to the common citizen.
Summarize the effects of the Indian Removal Act.
Explain how protective tariff laws raised the issue of states' rights.
Summarize how Jackson destroyed the bank of the United States.
Identify some of Jackson's economic policies and their impact on his successor.

<p>6.1.12.EconGE.3.a: 6.1.12.EconNE.3.a, 6.1.12.HistoryUP.3.a, 6.1.12.HistoryUP.3.b, 6.1.12.HistoryCA.3.a, 6.1.12.HistoryCA.3.b, 6.1.12.HistoryCC.3.a</p> <p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2B</p> <p>21st Century Life and Careers:</p>	Essential Questions		Assessments
	<p>Can a nation thrive when its regions have differing economic and political priorities?</p>	<p><i>American History</i>: Module 6 Assessment page 272-273</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>	
Enduring Understanding		Resources	
<p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p><i>U.S. Constitution</i></p> <p><i>The Bill of Rights</i></p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.ushistory.org</p> <p>www.eyewitnesshistory.com</p> <p>https://www.nj.gov/education/amistad/</p> <p>https://www.nj.gov/education/holocaust/</p>		

<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p> <p>9.1.12.CFR.1, 9.1.12.CFR.2, 9.1.12.CFR.3, 9.1.12.CFR.4, 9.1.12.CFR.5, 9.1.12.CFR.6, 9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3, 9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.2.12.CAP.1, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10,</p>		<p>Maps (current day and various historical maps) Various school library resources Various Internet resources including: History.com and Youtube.com</p>
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9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2,
9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
9.4.12.IML.2, 9.4.12.IML.3,
9.4.12.IML.4, 9.4.12.IML.5,
9.4.12.IML.6, 9.4.12.IML.7,
9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1,
TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,

TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

**ELA Companion Standards in
History, Social Studies, Science &
Technical Subjects:**

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.

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.

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.

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political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

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

Anchor Standards:

MODIFICATIONS:

Gifted and Talented Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

Special Education Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

English Language Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

QUARTER 2 –

Big Idea: Social Revolutions and Reforms

Topic: Opening the Frontier and Reform Movements

<p>Standards: NJ Student Learning Standards:</p> <p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	GOAL	
<p>6.1.12.CivicsPI.3.a, 6.1.12.CivicsPI.3.b, 6.1.12.CivicsDP.3.a, 6.1.12.CivicsDP.3.b, 6.1.12.CivicsDP.3.c, 6.1.12.GeoSV.3.a, 6.1.12.EconET.3.a, 6.1.12.EconGE.3.a, 6.1.12.EconNE.3.a, 6.1.12.HistoryUP.3.a, 6.1.12.HistoryUP.3.b, 6.1.12.HistoryCA.3.a, 6.1.12.HistoryCA.3.b, 6.1.12.HistoryCC.3.a</p>	<p>SWBAT</p> <p>Explain the ways the North and South were becoming different in the mid 1800s.</p> <p>Summarize Manifest Destiny.</p> <p>How did technology transform the economy and society?</p> <p>How did expansion create opportunity for some and hardships for others?</p> <p>How does immigration often lead to cultural conflict?</p> <p>Explain how U.S. territory expanded during the 19th Century</p> <p>Describe how U.S. expansion caused problems with Mexico</p> <p>List terms of the peace treaty with Mexico (Mexican-American War)</p> <p>Explain why women's opportunities were limited in the mid 1800s.</p> <p>Identify the reform movements in which women participated in.</p> <p>Describe the progress of the expanding women's rights movement.</p> <p>Summarize the attempts of factory workers to organize unions.</p>	
	Essential Questions	Assessments
	<p>What did "opening the frontier" mean for different groups in North America?</p> <p>What inspires people to try to improve their society?</p>	<p><i>American History: Module 7</i> Assessment page 300-301</p> <p><i>American History: Module 8</i> Assessment page 338-339</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects</p>

<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2B</p> <p>21st Century Life and Careers:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.</p>		<p>Presentations Booklets</p>
	<p>Enduring Understanding Resources</p>	
<p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p><i>U.S. Constitution</i></p> <p><i>The Bill of Rights</i></p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.ushistory.org</p> <p>www.eyewitnesshistory.com</p> <p>https://www.nj.gov/education/amistad/</p> <p>https://www.nj.gov/education/holocaust/</p> <p>Maps (current day and various historical maps) Various school library resources Various Internet resources including: History.com and Youtube.com</p>	

9.1.12.CFR.1, 9.1.12.CFR.2,
9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

Standard 9.2 Career Awareness,
Exploration, Preparation and Training.
This standard outlines the importance of
being knowledgeable about one's
interests and talents, and being well
informed about postsecondary and
career options, career planning, and
career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
9.2.12.CAP.5, 9.2.12.CAP.6,
9.2.12.CAP.7, 9.2.12.CAP.8,
9.2.12.CAP.9, 9.2.12.CAP.10,
9.2.12.CAP.11, 9.2.12.CAP.12,
9.2.12.CAP.13

Standard 9.4 Life Literacies and Key
Skills. This standard outline key
literacies and technical skills such as
critical thinking, global and cultural
awareness, and technology literacy*
that are critical for students to develop
to live and work in an interconnected
global economy.

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9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
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9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

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TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

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Technical Subjects:**

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analysis of primary and secondary

sources, attending to such features as the date and origin of the information.

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.

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.

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.

RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar

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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.

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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.

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

Anchor Standards:

<p>MODIFICATIONS: Gifted and Talented Learners: Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>Special Education Learners: Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>English Language Learners: Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
<p>QUARTER 3– Big Idea: Conflict and Compromise Topic: The Civil War</p>		
<p>Standards: NJ Student Learning Standards:</p> <p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge</p>	<p>GOAL</p> <p>SWBAT</p> <p>List causes of the Civil War Compare and Contrast the strengths and weaknesses of the North and South. Describe the strategies of the North and South during the Civil War. Identify important Union and Confederate generals. Explain the significance of the Emancipation Proclamation. Evaluate the reconstruction of the United States after the Civil War.</p>	

<p>and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Identify the Civil Rights Amendments that were added after the Civil War (13, 14, 15)</p>	
<p>6.1.12.CivicsDP.4.a, 6.1.12.CivicsDP.4.b, 6.1.12.CivicsPR.4.a, 6.1.12.GeoSV.4.a, 6.1.12.GeoPP.4.a, 6.1.12.EconET.4.a, 6.1.12.EconNE.4.a, 6.1.12.HistoryCC.4.a, 6.1.12.HistoryUP.4.a, 6.1.12.HistoryUP.4.b, 6.1.12.HistoryCC.4.b, 6.1.12.HistoryCA.4.c,</p>	<p>Essential Questions</p>	<p>Assessments</p>
	<p>Could negotiation and diplomacy have prevented the Civil War?</p>	<p><i>American History: Module 9</i> Assessment page 412-413</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p>	<p>Enduring Understanding Resources</p>	
	<p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p>Movie: <i>Glory</i> (1989)</p> <p><i>The Gettysburg Address</i></p> <p><i>The Emancipation Proclamation</i></p> <p>13th, 14th, and 15th Amendments to the U.S. Constitution</p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p>

6.3.12.CivicsHR.1, 6.3.12.GeoGI.1,
6.3.12.EconGE.1, 6.3.12.HistoryCA.1,
6.3.12.HistoryCA.2B

21st Century Life and Careers:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.12.CFR.1, 9.1.12.CFR.2,
9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,
9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

www.ushistory.org

www.eyewitnesshistory.com

<https://www.nj.gov/education/amistad/>

<https://www.nj.gov/education/holocaust/>

Maps (current day and various historical maps)
Various school library resources
Various Internet resources including: History.com and Youtube.com

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
9.2.12.CAP.5, 9.2.12.CAP.6,
9.2.12.CAP.7, 9.2.12.CAP.8,
9.2.12.CAP.9, 9.2.12.CAP.10,
9.2.12.CAP.11, 9.2.12.CAP.12,
9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3,
9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3,
9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2,
9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
9.4.12.IML.2, 9.4.12.IML.3,
9.4.12.IML.4, 9.4.12.IML.5,
9.4.12.IML.6, 9.4.12.IML.7,
9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1,
TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

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RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

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

Anchor Standards:

MODIFICATIONS:

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English Language Learners:

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**QUARTER 3 –
Big Idea: Expansion
Topic: Reconstruction and Westward Expansion**

Standards:

NJ Student Learning Standards:

6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.12.CivicsDP.4.a,
6.1.12.CivicsDP.4.b,
6.1.12.CivicsPR.4.a, 6.1.12.GeoSV.4.a,
6.1.12.GeoPP.4.a, 6.1.12.EconET.4.a,
6.1.12.EconNE.4.a,
6.1.12.HistoryCC.4.a,
6.1.12.HistoryUP.4.a,
6.1.12.HistoryUP.4.b,
6.1.12.HistoryCC.4.b,
6.1.12.HistoryCA.4.c,

GOAL

SWBAT

Analyze the economic impact of the war on the South.
Explain why people migrated west after the Civil War
Describe the challenges facing African Americans and the South after the Civil War.
Summarize President Lincoln's Reconstructive policies.
Explain Congressional Reconstruction Policies.
Describe the clash of cultures between settlers and Native Americans on the prairie
Summarize violent actions by opponents of Reconstruction.
Explain the achievements and failures of Reconstruction.
Summarize the reasons American settlers headed west during the mid-1800s.
Describe the impact of Westward Expansion on Native Americans.
Identify the Westward trails and some of the people who used them.

Essential Questions

Did the government decisions during Reconstruction help or hinder the rebuilding of the South?

Assessments

*American History: Module 10
Assessment page 452-453*

*American History: Module 11
Assessment page 490-491*

<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.</p> <p>6.3.12.CivicsHR.1, 6.3.12.GeoGI.1, 6.3.12.EconGE.1, 6.3.12.HistoryCA.1, 6.3.12.HistoryCA.2B</p> <p>21st Century Life and Careers:</p> <p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling,</p>	<p>Was the "settlement" of the American western frontier inevitable?</p>	<p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>
	<p>Enduring Understanding</p> <p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Resources</p> <p>Textbook: <i>American History</i> (2018) and associated resources</p> <p>Movie: <i>Glory</i> (1989)</p> <p><i>The Gettysburg Address</i></p> <p><i>The Emancipation Proclamation</i></p> <p>13th, 14th, and 15th Amendments to the U.S. Constitution</p> <p>www.pbs.com</p> <p>www.loc.gov (Library of Congress)</p> <p>www.ushistory.org</p> <p>www.eyewitnesshistory.com</p> <p>https://www.nj.gov/education/amistad/</p>

<p>financially-secure, and successful careers.</p> <p>9.1.12.CFR.1, 9.1.12.CFR.2, 9.1.12.CFR.3, 9.1.12.CFR.4, 9.1.12.CFR.5, 9.1.12.CFR.6, 9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3, 9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6</p> <p>Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.</p> <p>9.2.12.CAP.1, 9.2.12.CAP.2, 9.2.12.CAP.3, 9.2.12.CAP.4, 9.2.12.CAP.5, 9.2.12.CAP.6, 9.2.12.CAP.7, 9.2.12.CAP.8, 9.2.12.CAP.9, 9.2.12.CAP.10, 9.2.12.CAP.11, 9.2.12.CAP.12, 9.2.12.CAP.13</p> <p>Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop</p>		<p>https://www.nj.gov/education/holocaust/</p> <p>Maps (current day and various historical maps) Various school library resources Various Internet resources including: History.com and Youtube.com</p>
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to live and work in an interconnected global economy.

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TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

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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

Anchor Standards:

<p>MODIFICATIONS: Gifted and Talented Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>Special Education Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p> <p>English Language Learners:</p> <p>Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx</p>		
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**QUARTER 4 –
 Big Idea: Social Revolutions and Reforms
 Topic: Industrialization and Immigration**

<p>Standards: NJ Student Learning Standards:</p> <p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the</p>	<p style="text-align: center;">GOAL</p> <p>SWBAT: Evaluate the pros and cons of the expansion of industry and urbanization in the U.S. Describe the corruption that resulted during the new Industrial Age in America Explain how American workers achieved safer work conditions, better pay, and a reduction in work hours</p>
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<p>American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>Describe the impact of technology on American life Describe the problems faced by immigrants in America at the turn of the 20th century</p>	
<p>6.1.12.CivicsDP.5.a, 6.1.12.EconEM.5.a, 6.1.12.GeoPP.5.a, 6.1.12.GeoHE.5.a, 6.1.12.EconEM.5.a, 6.1.12.HistoryNM.5.a, 6.1.12.HistoryNM.5.b, 6.1.12.HistoryCC.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.HistoryCA.5.a, 6.1.12.CivicsDP.6.a, 6.1.12.CivicsDP.6.b, 6.1.12.CivicsPR.6.a, 6.1.12.GeoHE.6.a, 6.1.12.GeoGM.6.a, 6.1.12.EconEM.6.a, 6.1.12.EconNE.6.a, 6.1.12.HistoryCC.6.b, 6.1.12.HistoryCC.6.c, 6.1.12.HistoryCC.6.d, 6.1.12.HistoryCA.6.a,</p>	<p>Essential Questions</p>	<p>Assessments</p>
	<p>Did rapid industrialization benefit economic and social systems in the United States?</p> <p>Did the benefits of immigration to the United States at the turn of the century outweigh the challenge?</p>	<p><i>American History</i>: Module 12 Assessment page 524-525</p> <p><i>American History</i>: Module 13 Assessment page 564-565</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in</p>	<p>Enduring Understanding</p>	<p>Resources</p>
	<p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Textbook: <i>American History</i> (2018) and associated resources</p> <p><i>Modern Marvels: Railroads that Tamed the West</i></p> <p>www.loc.gov (Library of Congress)</p> <p>www.pbs.com</p>

an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

6.3.12.CivicsHR.1, 6.3.12.GeoGI.1,
6.3.12.EconGE.1, 6.3.12.HistoryCA.1,
6.3.12.HistoryCA.2B

21st Century Life and Careers:

Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.12.CFR.1, 9.1.12.CFR.2,
9.1.12.CFR.3, 9.1.12.CFR.4,
9.1.12.CFR.5, 9.1.12.CFR.6,

www.ushistory.org

www.eyewitnesshistory.com

<https://www.nj.gov/education/amistad/>

<https://www.nj.gov/education/holocaust/>

Maps (current day and various historical maps)
Various school library resources
Various Internet resources including: History.com and Youtube.com

9.1.12.EG.1, 9.1.12.EG.2, 9.1.12.EG.3,
9.1.12.EG.4, 9.1.12.EG.5, 9.1.12.EG.6

Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.12.CAP.1, 9.2.12.CAP.2,
9.2.12.CAP.3, 9.2.12.CAP.4,
9.2.12.CAP.5, 9.2.12.CAP.6,
9.2.12.CAP.7, 9.2.12.CAP.8,
9.2.12.CAP.9, 9.2.12.CAP.10,
9.2.12.CAP.11, 9.2.12.CAP.12,
9.2.12.CAP.13

Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

9.4.12.CI.1, 9.4.12.CI.2, 9.4.12.CI.3,
9.4.12.CT.1, 9.4.12.CT.2, 9.4.12.CT.3,
9.4.12.CT.4, 9.4.12.DC.1, 9.4.12.DC.2,

9.4.12.DC.3, 9.4.12.DC.4, 9.4.12.DC.5,
9.4.12.DC.6, 9.4.12.DC.7 9.4.12.DC.8,
9.4.12.GCA.1, 9.4.12.IML.1,
9.4.12.IML.2, 9.4.12.IML.3,
9.4.12.IML.4, 9.4.12.IML.5,
9.4.12.IML.6, 9.4.12.IML.7,
9.4.12.IML.8, 9.4.12.IML.9, 9.4.12.TL.1,
9.4.12.TL.2, 9.4.12.TL.3, 9.4.12.TL.4

Technology Standards:

TECH.8.1.12, TECH.8.1.12.A, T
ECH.8.1.12.A.CS1,
TECH.8.1.12.A.CS2,
TECH.8.1.12.B.CS1,
TECH.8.1.12.B.CS2, TECH.8.1.12.D.1,
TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
TECH.8.1.12.E.CS2

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Anchor Standards:

MODIFICATIONS:

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**QUARTER 4 –
Big Idea: Social Revolutions and Reforms
Topic: Progressivism**

Standards:	GOAL	
<p>NJ Student Learning Standards:</p> <p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	<p>SWBAT</p> <p>Explain the four goals of Progressivism.</p> <p>Summarize progressive efforts to clean up government.</p> <p>Identify progressive efforts to reform state government, protect workers, and reform elections.</p> <p>Describe the growing presence of women in the workforce at the turn of the century.</p> <p>Identify leaders of the woman suffrage movement.</p> <p>Explain how woman suffrage was achieved.</p> <p>Describe the events of Theodore Roosevelt's presidency.</p> <p>Explain how Roosevelt used power of the presidency to regulate business.</p> <p>Identify laws passed to protect public health and the environment.</p> <p>Summarize Roosevelt's stand on civil rights.</p>	

<p>6.1.12.CivicsDP.5.a, 6.1.12.EconEM.5.a, 6.1.12.GeoPP.5.a, 6.1.12.GeoHE.5.a, 6.1.12.EconEM.5.a, 6.1.12.HistoryNM.5.a, 6.1.12.HistoryNM.5.b, 6.1.12.HistoryCC.5.a, 6.1.12.HistoryUP.5.a, 6.1.12.HistoryCA.5.a, 6.1.12.CivicsDP.6.a, 6.1.12.CivicsDP.6.b, 6.1.12.CivicsPR.6.a, 6.1.12.GeoHE.6.a, 6.1.12.GeoGM.6.a, 6.1.12.EconEM.6.a, 6.1.12.EconNE.6.a, 6.1.12.HistoryCC.6.b, 6.1.12.HistoryCC.6.c, 6.1.12.HistoryCC.6.d, 6.1.12.HistoryCA.6.a,</p>	<p>Summarize the events of the Taft presidency. Explain the division in the Republican Party. Describe the election of 1912.</p>		
	<p>Essential Questions Assessments</p>		
<p>6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="787 412 1318 1073"> <p>Was the progressive movement successful?</p> </td> <td data-bbox="1318 412 1906 1073"> <p><i>American History</i>: Module 14 Assessment page 616-617</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p> </td> </tr> </table>	<p>Was the progressive movement successful?</p>	<p><i>American History</i>: Module 14 Assessment page 616-617</p> <p>Verbal and/or written questions Graphic organizers Tests Quizzes Projects Presentations Booklets</p>
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TECH.8.1.12.D.CS1,
TECH.8.1.12.D.CS2,
TECH.8.1.12.D.CS3,
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English Language Learners:

[Accommodations and Modifications for Special Ed, ELL, and Gifted and Talented.docx](#)

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