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| Created on: | July, 2015 |
| Created by: | Mary Ann Billerman, Sherri Holland, Tierney Meeker, Stephen Plancey |
| Revised on: |  |
| Revised by: |  |

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| **2015 OCEAN COUNTY SOCIAL STUDIES**  **CURRICULUM FRAMEWORK** | | | | | |
| **Content Area:** Social Studies | | | | | |
| **Course Title:** United States History I | | | | **Grade Level:** 10 | |
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|  | **Unit Plan 1**  **Origins of a New Society: European Colonization of the Americas** |  | **Pacing Guide 2 Weeks** | |  |
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|  | **Unit Plan 2**  **Balancing Liberty & Order: The Road to Independence** |  | **Pacing Guide 2-3 weeks** | |  |
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|  | **Unit Plan 3**  **Balancing Liberty & Order: The Articles of Confederation and The Constitution** |  | **Pacing Guide 1-2 weeks** | |  |
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|  | **Unit Plan 4**  **Balancing Liberty & Order: Origins of American Politics** |  | **Pacing Guide 2-3 weeks** | |  |
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|  | **Unit Plan 5**  **An Emerging Nation: Life in the New Nation** |  | **Pacing Guide 1-2 weeks** | |  |
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|  | **Unit Plan 6**  **Growth of Nationalism to the Reform Movement** |  | **Pacing Guide 4 weeks** |  |
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|  | **Unit Plan 7**  **Manifest Destiny and The Road to the Civil War** |  | **Pacing Guide 2-3 weeks** |  |
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|  | **Unit Plan 8**  **Civil War and Reconstruction** |  | **Pacing Guide 2-3 weeks** |  |
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|  | **Unit Plan 9 Transformation from Agricultural to an**  **Industrial Society 1860-Gilded Age** |  | **Pacing Guide 4-6 weeks** |  |
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|  | **Unit Plan 10**  **The U.S. on the Brink of Change: Becoming a World Power** |  | **Pacing Guide 1-2 weeks** |  |
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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **Unit 1 Overview** | |
| **Content Area:** Social Studies | |
| **Unit Title:** Origins of a New Society: European Colonization of the Americas | |
| **Target Course/Grade Level:** U.S. I/ 10 | |
| **Unit Summary**  Between the first voyage of Christopher Columbus in 1492 and the mid-1700s Europeans explored, conquered, and settled areas of the Americas. The influx of Europeans was marked by violence with the native people already living in the Americas and between the Europeans themselves as they competed for land and wealth. The Spanish colonization was heaviest in Mexico and Central and South America. The French settled mostly in what is now Canada, while the English established settlement along the North American Atlantic coast. By the mid-1700s, European nations were firmly established in the Americas, but further conflict was ahead. | |
| **Primary Interdisciplinary Connections:**  **English-**  Point of View -Columbus Hero or Villain?  **Geography-** Map of the world -The Flat Earth Society - locations of Native American Societies  **Economics -** Triangular Trade, mercantilism, slave trade  **Sociology-** Columbian Exchange Clash of Cultures  **Mathematics-**  population Demographics  **Government-**  Discovery vs Invasion | |
| **21st Century Themes:** Search for the water way to the East, the search for gold, the arrival of Europeans which end isolationism in the Americas, and the Columbian Exchange (new economic opportunities for the Europe).   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism   mercantilism  triangular trade   * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding   worlds collide European-Native American contact   * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety | |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:** 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.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.A.1.a | Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. |
| 6.1.12.A.1.b | Analyze how gender, property ownership, religion, and legal status affected political rights. |
| 6.1.12.B.1.a | Relate regional variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World. |
| 6.1.12.C.1.a | Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. |
| 6.1.12.C.1.b | Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. |
| 6.1.12.D.1.a | Explain the consequences to Native American groups of the loss of their land and people. |
| 6.3.12.A.1 | Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. |
| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations |

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

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|  | drawing, and other technical methods of illustration. |
| 8.2.12.B.3 | Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path. |
| 8.2.12.C.1 | Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a web-based publication that elicits further comment and analysis. |
| 8.2.12.C.2 | Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product. |
| 8.2.12.C.3 | Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts. |
| 8.2.12.D.1 | Reverse-engineera product to assist in designing a more eco-friendly version, using an analysis of trends and data about renewable and sustainable materials to guide your work. |
| 8.2.12.E.1 | Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process. |
| 8.2.12.F.1 | Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system. |
| 8.2.12.F.2 | Explain how material science impacts the quality of products. |
| 8.2.12.F.3 | Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system. |
| 8.2.12.G.1 | Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. |
| 9.1.12 | All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| 9.4.12 | All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to |
| RH-9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH-9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH-9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH-9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH-9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH-9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH-9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH-9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH-9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |

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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. | |
| [WHST.9-](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) [10.1](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) | Write arguments focused on discipline-specific content. | |
| WHST.9- 10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | |
| WHST.9- 10.3 | (See note; not applicable as a separate requirement) | |
| WHST.9- 10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| WHST.9- 10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| WHST.9- 10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | |
| WHST.9- 10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| WHST.9- 10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| WHST.9- 10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | |
| WHST.9- 10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| **Unit Essential Questions**   * What democratic values of today were derived from the Colonial Era? * How has our political, social, and economic heritage evolved from this period? * How are current events related to the physical and human characteristics of places and regions? | | **Unit Enduring Understandings**   * Contemporary democracy is evolved from the values of the colonial era. * The American colonies evolved as a result of a combination of political, economic, religious, and social influences from Europe and then these were adapted to fit the unique circumstances of the colonies. * The interaction between European and Native American societies impacted both cultures in both positive and negative ways. * The competition for land and labor greatly impacted the economic and social development of the colonies. |
| **Unit Learning Targets (Objectives)** | | |

*Students will ...*

* Use tables and graphs to understand the demographics of Colonial America.
* Gather and organize information concerning contemporary political viewpoints.
* Explain the economic system of mercantilism
* Identify the causes and consequences of the French and Indian War including also an explanation of why British policy changed after 1763.
* Compare and contrast the lifestyles in the New England, Middle, and Southern colonies also including an analysis of the political, social, religious and economic institutions
* Maps

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers |
| Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share |
| As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards |
| **Summative Assessments**   * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams |

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

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

**Presentation accommodations** allow a student to:

* Listen to audio recordings instead of reading text
* Learn content from audio books, movies, videos and digital media instead of reading print versions
* Work with fewer items per page or line and/or materials in a larger print size
* Have a designated reader
* Hear instructions orally
* Record a lesson, instead of taking notes
* Have another student share class notes with him
* Be given an outline of a lesson
* Use visual presentations of verbal material, such as word webs and visual organizers
* Be given a written list of instructions

**Response accommodations** allow a student to:

* Give responses in a form (oral or written) that’s easier for him
* Dictate answers to a scribe
* Capture responses on an audio recorder
* Use a spelling dictionary or electronic spell-checker
* Use a word processor to type notes or give responses in class

**Setting accommodations** allow a student to:

* Work or take a test in a different setting, such as a quiet room with few distractions
* Sit where he learns best (for example, near the teacher)
* Use special lighting or acoustics
* Take a test in small group setting
* Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)

**Timing accommodations** allow a student to:

* Take more time to complete a task or a test
* Have extra time to process oral information and directions
* Take frequent breaks, such as after completing a task

**Scheduling accommodations** allow a student to:

* Take more time to complete a project
* Take a test in several timed sessions or over several days
* Take sections of a test in a different order
* Take a test at a specific time of day

**Organization skills accommodations** allow a student to:

* Use an alarm to help with time management
* Mark texts with a highlighter
* Have help coordinating assignments in a book or planner
* Receive study skills instruction

**Assignment modifications** allow a student to:

* Complete fewer or different homework problems than peers
* Write shorter papers
* Answer fewer or different test questions
* Create alternate projects or assignments

**Curriculum modifications** allow a student to:

* Get graded or assessed using a different standard than the one for classmates

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

* District textbook example:
  + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)*
* Graphic organizers
* Supplemental readings
* American Heritage Primary Source Library
* Internet use
  + Example- Library of Congress
* Relevant video clips: 1492, New World, Last of the Mohicans, and The Crucible
* Quizlet

[**Technology Integration:**](http://www.phschool.com/)

* [Kahn Academy](http://www.phschool.com/)
* Crash Course (Youtube video)
* graphic novels
* Collaborative documents using Google docs or Wikis
* Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)
* TeacherTube
* digital storytelling
* Presentation software: PowerPoint, Prezi,
* QR Codes
* iPads, laptops, Chromebooks
* Projectors, document cameras
* subject specific website (i.e: Today in History, Or This Day in History)

# Teacher Notes:

Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.

Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.

Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.

Students create a chart of the colonies that indicate date of settlement, reason for settlement, leaders, charter and economic activities.

Provide students with a map, have them record colonies as they learn them. Quiz on locations once all colonies are identified

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| **2015 OCEAN COUNTY CURRICULUM OVERVIEW**  **UNIT 2** | |
| **Content Area:** Social Studies | |
| **Unit Title:** The Road to Independence | |
| **Target Course/Grade Level:** U.S. I/ 10 | |
| **Unit Summary**  The American Revolution was more than a war for independence. The struggle reflected the development of the unique American identity that was fueled by colonists personal definition of democracy and equality. This new consciousness inspired a war that led to independence from Great Britain and the creation of a radically new society. | |
| **Primary Interdisciplinary Connections:**  **English**- vocabulary primary sources Declaration of Independence - vernacular Common Sense  **Geography**- Maps- Scales - distance- effects of climate, location, place, region, environment  **Economics**- end of salutary neglect development of American capitalism  **Government & Politics**- what is the purpose of government - role of authority  **Art** - Leutze Painting “Washington Crossing the Delaware” | |
| * **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, Life and Career Skills   + - Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information   Fight for Independence yes/no   * + Research skills and practices, interrogative questioning   + Creativity, artistry, curiosity, imagination, innovation, personal expression   + Perseverance, self-direction, planning, self-discipline, adaptability, initiative   + Oral and written communication, public speaking and presenting, listening   Debates Patriot/Loyalist   * + Leadership, teamwork, collaboration, cooperation, virtual workspaces   Organize a Protest March  Publish a Newspaper   * + - Information and communication technology (ITC) literacy, media and internet literacy, visual   interpretation, data interpretation and analysis, computer programming   * + Civic, ethical, and social-justice literacy   + Economic and financial literacy, entrepreneurialism   + Global awareness, multicultural literacy, humanitarianism     - Scientific literacy and reasoning, the scientific method   + Environmental and conservation literacy, ecosystems understanding   + Health and wellness literacy, including nutrition, diet, exercise, and public health and safety   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates | |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:**  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.  **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.A.2.a | Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. |
| 6.1.12.D.3.a | Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. |
| 6.1.12.D.3.e | Determine the impact of African American leaders and institutions in shaping free Black communities in the North. |
| 6.1.12.A.1.a | Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. |
| 6.1.12.A.1.b | Analyze how gender, property ownership, religion, and legal status affected political rights. |
| 6.1.12.B.1.a | Relate regional variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World. |
| 6.1.12.C.1.a | Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. |

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| 6.1.12.C.1.b | Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. | |
| 6.1.12.D.1.a | Explain the consequences to Native American groups of the loss of their land and people. | |
| **Unit Essential Questions**   * Why did the British and the colonial policies in North America change in the colonies after 1763? * What were the strengths and weaknesses of both the Americans and the British at the start of the war? * How did peaceful protest in 1763 turn into armed rebellion by 1776? * What factors contributed to the American victory in The Revolutionary War? * Evaluate the impact of The American   Revolution from the point of view of A. Women;  B. African Americans; C. Native Americans; D. People Around the World | | **Unit Enduring Understandings**   * British policies changed because they acquired a large empire and a large debt. The colonial attitudes changed because they developed a sense independence after fighting in The French and Indian Wars. * The British had all the resources while the colonists had the cause. * Numerous attempts by the colonists for a resolution of conflict were ignored by the British government. * Reason to fight, leadership of George Washington and foreign assistance. * Women- traditional roles were challenged; African Americans- increased awareness for the possibilities of freedom; Native Americans- Iroquois nations were pushed of their land, and Native American support for the British was used as justification for future persecution; People Around the World- set an example for other nations of the triumph of liberty and popular sovereignty . |
| **Unit Learning Targets (Objectives)**  *Students will ...*   * Dissect the issues and ideas behind the Revolution * Explain how the American colonists moved from peaceful protest in 1763 to armed rebellion in 1776. * Analyze the causes, major events and results of The American Revolution. | | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Pod Casts, Newsletters) * Quarterly or Midterm/Final |
| **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum Development Resources/Instructional Materials/Equipment Needed Teacher Resources:**   * Curriculum Framework * District provided textbook, online resource materials, other classroom resources * Teacher Resource Materials   **Technology Integration:**   * Kahn Academy * Crash Course * graphic novels * Collaborative documents using Google docs or Wikis * Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo) * TeacherTube * digital storytelling * Presentation software: PowerPoint, Prezi, * QR Codes * iPads, laptops, Chromebooks * Projectors, document cameras * subject specific website (i.e: Today in History, Or This Day in History) |

# Teacher Notes:

Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.

Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.

Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.

Analyize Political Cartoons Join or Die - Paying the Tax Man http://www.boondocksnet.com/gallery/political\_cartoons.html

Students will write an essay answering the following, “How did peaceful protest in 1763 turn into armed rebellion in 1776”?

Students will identify and analyze the content of the main parts of the Declaration of Independence.

Use Declaration of Independence kit, show video and use provided booklets to relate current issues to the Declaration.

Layered Curriculum lesson sample

http://help4teachers.com/PhelpsColonial.htm

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **UNIT 3 Overview** |
| **Content Area:** Social Studies |
| **Unit Title:** Articles of Confederation and The Constitution |
| **Target Course/Grade Level:** U.S. I/ 10 |
| **Unit Summary**  A group of powerful men succeeded in writing and winning approval of the federal Constitution and in establishing a strong central government. The conflict generated by their efforts resulted in safeguards in the form of The Bill of Rights to protect Americans liberty from government infringement.  **Primary Interdisciplinary Connections:**  **English**- Argumentative Essay evidence, pro con debate-Patriot Loyalists- Rebellion and Civil Disobedience  **Government & Politics-** Bill of Rights today newspaper articles  **Geography** -Significance of distance Map between colonies and New World  **Mathematics**- Map Scales, Population demographics, war tactics and strategies  **Art-**political cartoons  **Economic**s- inflation debt  **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, and Life.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |

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| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:** 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.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
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| 6.1.12.A.2.b | Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world. |
| 6.1.12.A.2.c | Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government. |
| 6.1.12.A.2.d | Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. |
| 6.1.12.A.2.e | Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. |
| 6.1.12.B.3.d | Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. |
| 6.1.12.B.2.a | Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. |
| 6.1.12.B.3.a | Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. |
| 6.1.12.C.2.b | Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation. |
| 6.1.12.D.3.b | Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. |
| 6.1.12.D.3.c | Relate events in Europe to the development of American trade and American foreign and domestic policies. |
| 6.1.12.D.3.d | Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations. |
| 6.1.12.D.3.e | Determine the impact of African American leaders and institutions in shaping free Black communities in the North. |
| 6.1.12.A.1.a | Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. |
| 6.1.12.C.1.a | Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. |
| 6.1.12.C.1.b | Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. |
| 6.3.12.A.1 | Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. |

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| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| 6.3.12.B.1 | Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |
| 6.3.12.C.1 | Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 8.1.12.A.2 | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. |
| 8.1.12.A.4 | Create a personalized digital portfolio that contains an résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations. |
| 8.1.12.B.1 | Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation. |
| 8.1.12.C.1 | Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community. |
| 8.1.12.D.3 | Compare and contrast international government policies on filters for censorship. |
| 8.1.12.E.1 | Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue. |
| 8.1.12.E.2 | Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field. |
| 8.1.12.F.1 | Select and use specialized databases for advanced research to solve real-world problems. |
| 8.1.12.F.2 | Analyze the capabilities and limitations of current and emerging technology resourcesand assess their potential to address educational, career, personal, and social needs. |
| 8.2.12.A.1 | Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits. |
| 8.2.12.B.1 | Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process. |
| 8.2.12.B.2 | Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration. |
| 8.2.12.C.2 | Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product. |
| 8.2.12.C.3 | Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts. |
| 8.2.12.E.1 | Use the design process to devise a technological product or system that addresses a global |

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|  | issue, and provide documentation through drawings, data, and materials, taking the  relevant cultural perspectives into account throughout the design and development process. |
| 8.2.12.F.3 | Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system. |
| 8.2.12.G.1 | Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. |
| 9.1.12 | All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| 9.4.12 | All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to |
| Common Core Standards |  |
| RH-9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH-9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH-9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH-9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH-9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH-9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH-9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH-9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH-9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH-9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9– 10 text complexity band independently and proficiently. |
| [WHST.9-](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) [10.1](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) | Write arguments focused on discipline-specific content. |
| WHST.9- 10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| WHST.9- 10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| WHST.9- 10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| WHST.9- | Use technology, including the Internet, to produce, publish, and update individual or |

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| 10.6 | shared writing products, taking advantage of technology’s capacity to link to other  information and to display information flexibly and dynamically. | |
| WHST.9- 10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| WHST.9- 10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| WHST.9- 10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | |
| WHST.9- 10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| **Unit Essential Questions**   * Evaluate the strengths and weaknesses of the government under the Articles of Confederation. * What was the structure of the government created by The Constitution? * Why did the Federalists feel the Bill of Rights was unnecessary? | | **Unit Enduring Understandings**   * The Articles of Confederation combined the legislative and executive functions in a unicameral legislature and did not create a national judicial branch. * The Constitution established a government with three branches; gave them separate powers and checks and balances; a created a process for selecting the President, Congress and federal judges. The federal government is granted delegate powers, and some powers are shared between the two entities. * Under the Constitution, the people and the government were the same. The people, therefore, would not need to protect their rights from themselves. |
| **Unit Learning Targets (Objectives)**  *Students will ...*   * Demonstrate a grasp of how our federal government is organized under the US Constitution * Demonstrate an appreciation of the major rights all American possess as outlined in The Bill of Rights | | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Pod Casts, Newsletters) * Quarterly or Midterm/Final |

# Teacher Notes:

Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.

Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.

Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.

Students complete the “Amendment Project” in which they analyze one of the amendments by identifying year added, effects in society and current examples in society.

Students will create a new amendment based on societal trends in the U.S. today.

PODCAST http://remarkablechatter.org/intentional-use-of-images-history-tech-34/

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **UNIT 4 Overview** |  |
| **Content Area:** Social Studies |  |
| **Unit Title:** Balancing Liberty & Order: Origins of American Politics |  |
| **Target Course/Grade Level:** U.S. I/ 10   |  | | --- | | **Unit Summary**  In the years following the ratification of The Constitution, American leaders fought passionately over the formation of the new government. Presidents Washington, Adams and Jefferson made contributions to the foundation of American liberty. Examine the causes, major events and results of the War of 1812.  **Primary Interdisciplinary connections:**  **English:** reading and comprehension of important documents and treaties; i.e. xyz Affair, and Alien and Sedition Acts.  **Government & Politics**: The development of cabinet members and political parties  **Economics:** Hamilton's economic plan to build a National Bank and relieve the country of its debt.  **Art:** The analysis and understanding of political cartoons.  **Sociology:** Growth of nationalism and expeditions out west; i.e. Lewis and Clark.  **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, and Life.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety | |  |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:** 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.      **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |

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| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.A.2.d | Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. |
| 6.1.12.A.2.f | Examine the emergence of early political parties and their views on centralized  government and foreign affairs, and compare these positions with those of today’s political  parties. |
| 6.1.12.B.3.b | Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. |
| 6.1.12.B.3.c | Assess the role of geopolitics in the development of American foreign relations during this period. |
| 6.1.12.B.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.C.2.b | Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation. |
| 6.1.12.D.3.c | Relate events in Europe to the development of American trade and American foreign and domestic policies. |
| 9.1.12 | All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| 9.4.12 | All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to |
| Common Core Standards |  |
| RH-9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH-9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH-9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH-9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH-9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH-9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH-9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH-9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH-9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |

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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. | |
| [WHST.9-](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) [10.1](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) | Write arguments focused on discipline-specific content. | |
| WHST.9- 10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | |
| WHST.9- 10.3 | (See note; not applicable as a separate requirement) | |
| WHST.9- 10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| WHST.9- 10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| WHST.9- 10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | |
| WHST.9- 10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| WHST.9- 10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| WHST.9- 10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | |
| WHST.9- 10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| **Unit Essential Questions**   * Analyze the importance of setting precedents during Washington’s presidency? * Compare the views of Federalists and Jeffersonian Republicans in the 1790s. * Explain why Jefferson called the election of   1800 “as real a revolution in the principles of our government as that of 1776 was in its form.”   * What were the causes of the War of 1812 | | **Unit Enduring Understandings**   * Precedents set during Washington’s administration were of crucial importance because they would shape the American presidency. * Federalists believed in a strong central government to maintain order in the country, favored a national bank, were pro-business, and believed political power should rest with the wealthy and educated. Jeffersonian Republicans favored a weakened central government and strong state governments, opposed national bank, were pro-agriculture, and believed that the common man should hold political office. * In 1776 the Declaration of Independence announced to the world the complete break of the American states with Britain. With the election of 1800, the government began to focus on |

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|  | encouraging liberty over order, making a  significant shift in principles as well as new ideas and attitudes about the role and philosophy of government   * Many members of Congress believed that the British were inciting and arming Native Americans in the west to attack American settlers. Americans were also offended by Britain’s ongoing practice   of impressment. |
| **Unit Learning Targets (Objectives)**  *Students will ...*   * Analyze the domestic and foreign policy objectives of George Washington’s, John Adam’s and Thomas Jefferson’s administrations * Categorize major events that took place during each administration and the effects they had on the young US government * Examine the causes, major events, and results of the War of 1812 | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now * Varied journal prompts, spelling or vocabulary lists * Anchor activities * Choice of review activities * Homework options * Flexible grouping * Varied computer programs * Multiple learning intelligence * Use of graphic organizers * Think-Pair-Share by readiness, interest and/or learning profile * Games to practice mastery of information and skill * Multiple levels of questioning * Jigsaw * Multiple Texts * Alternative Assessments * Modified Assessments * Open Ended Activities/ Assessments * Layered Curriculum * Flipped Classroom (Student Based Learning) * Discussion Boards * **Summative Assessments** * Students will construct an expository (point of view) essay in which they will determine how the five themes of geography influenced colonial development. * Students will create a DBQ for the topic and/or DBQ packets. * Students will take a pencil and paper test comprised primarily of open-ended questions. * The questions will ask the students to apply and evaluate their knowledge about the period. * Quarterly or Mid-Term/Final Exams. * Open ended writing assignments * Compare and Contrast Essays * Unit Tests * Reading Comprehension Quizzes * Weekly informational comprehension quiz * Take Home Projects * Oral presentations * DBQ * Computer Projects (Pod Casts, Newsletters) * Quarterly or Midterm/Final |
| **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum Development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use * Key Documents – “The Star Spangled Banner, 1814” * Video Clip: The Buccaneer   **Technology Integration:**   * Kahn Academy * [Crash Course (You Tube video)](http://www.phschool.com/) * [graphic novels](http://www.phschool.com/) * [Collaborative documents using Google docs or Wikis](http://www.phschool.com/) * [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/) * [TeacherTube](http://www.phschool.com/) * [digital storytelling](http://www.phschool.com/) * [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/) * [QR Codes](http://www.phschool.com/) * [iPads, laptops, Chromebooks](http://www.phschool.com/) * [Projectors, document cameras](http://www.phschool.com/) * [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/) |

# Teacher Notes:

Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.

Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.

Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.

Students will be asked to create an essay assessing whether the Articles of Confederation could have worked if given time.

Have students read handout on Washington’s Farewell Address and identify and analyze its main components.

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **UNIT 6 Overview** |
| **Content Area:** Social Studies |
| **Unit Title:** An Emerging Nation: Life in the New Nation |
| **Target Course/Grade Level:** U.S. I/ 10 |
| **Unit Summary**  In the years following the War of 1812 the United States experienced a growth of nationalism, an expansion of Democracy, and a Second Great Awakening, which resulted in societal reforms. Jacksonian Democracy and the rise of the common man brought about changes in the way Americans viewed the federal government  **Primary Interdisciplinary Connections:**  **English:** Washington Irving, James Fenimore Cooper, William Cullen Bryant, and Noah Webster; i.e. *The Legend of Sleepy Hollow, The Last of the Mohicans, The American Dictionary.*  **Government & Politics**: Writings and Philosophy of Alexis de Tocqueville; i.e. *Democracy in America.*Nationalism influencing domestic policy. Nationalism vs. Sectionalism.  **Economics:** The growth of factories, industries, mills, and jobs in the north. The growing and selling of cotton in the south on large plantations. The growth of cotton farming led directly to an increase in demand for enslaved African Americans.  **Art:** Thomas Cole and the establishment of the Hudson River school. Pictures and painting focused on american landscape; i.e. rivers, streams, oceans, trees, forests, mountains.  **Sociology:** Growth of nationalism and development of America's own unique culture, including language, art, music, clothing, food and other aspects of daily life.  **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, and Life.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |

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| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:** 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.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
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| 6.1.12.A.3.b | Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. |
| 6.1.12.A.3.c | Assess the role of geopolitics in the development of American foreign relations during this period. |
| 6.1.12.A.3.d | Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. |
| 6.1.12.A.3.e | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. |
| 6.1.12.A.3.f | Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. |
| 6.1.12.A.3.g | Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. |
| 6.1.12.A.4.h | Analyze the various rationales provided as a justification for slavery. |
| 6.1.12.B.3.a | Assess the impact of Western settlement on the expansion of United States political boundaries. |
| 6.1.12.C.3.a | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| 6.1.12.C.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| 6.1.12.D.3.a | Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. |
| 6.1.12.D.3.c | Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). |
| 6.1.12.D.3.d | Analyze the role education played in improving economic opportunities and in the development of responsible citizens. |
| 6.1.12.D.3.e | Determine the impact of religious and social movements on the development of American culture, literature, and art. |
| 6.3.12.A.1 | Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. |
| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such |

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

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

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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. | |
| RH-9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. | |
| RH-9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. | |
| RH-9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9– 10 text complexity band independently and proficiently. | |
| WHST.9-10.1 | Write arguments focused on discipline-specific content. | |
| WHST.9- 10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | |
| WHST.9- 10.3 | (See note; not applicable as a separate requirement) | |
| WHST.9- 10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| WHST.9- 10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| WHST.9- 10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | |
| WHST.9- 10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| WHST.9- 10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| WHST.9- 10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | |
| WHST.9- 10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| **Unit Essential Questions**   * Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. * What is nationalism and what factors contributed to its growth? * What are some of the characteristics of Jacksonian Democracy? * Where power is truly found-in the Constitution | | **Unit Enduring Understandings**   * What is the true concept of a Democracy? * Responsible citizenship is a lifelong endeavor that requires informed, active participation and protection of the common good * Political, economic, social, and environmental factors contribute to the growth and distribution of population   ∙ |

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| or in officials elected by the people? |  |
| **Unit Learning Targets (Objectives)**  *Students will ...*   * Demonstrate an understanding of the American system * Outline the Industrial Revolution and discuss its impact on American society in the 1800s * Explain sectionalism by exploring the northern and southern economies, education and society * Identify the importance of Jacksonian Democracy, in terms of the extension of political democracy in America * Examine the reforms taking place in U.S. society during the early 1800s * Dissect the rise of immigration and conclude how this and reforms caused tension in the United States | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Flipped Classroom  Layered Curriculum  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |

**Summative Assessments**

* Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions.
* Expository Essays / Position Papers
* Students will create DBQ and/or DBQ packets
* Mid-Term/Final Exams

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

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

**Presentation accommodations** allow a student to:

* Listen to audio recordings instead of reading text
* Learn content from audio books, movies, videos and digital media instead of reading print versions
* Work with fewer items per page or line and/or materials in a larger print size
* Have a designated reader
* Hear instructions orally
* Record a lesson, instead of taking notes
* Have another student share class notes with him
* Be given an outline of a lesson
* Use visual presentations of verbal material, such as word webs and visual organizers
* Be given a written list of instructions

**Response accommodations** allow a student to:

* Give responses in a form (oral or written) that’s easier for him
* Dictate answers to a scribe
* Capture responses on an audio recorder
* Use a spelling dictionary or electronic spell-checker
* Use a word processor to type notes or give responses in class

**Setting accommodations** allow a student to:

* Work or take a test in a different setting, such as a quiet room with few distractions
* Sit where he learns best (for example, near the teacher)
* Use special lighting or acoustics
* Take a test in small group setting
* Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)

**Timing accommodations** allow a student to:

* Take more time to complete a task or a test
* Have extra time to process oral information and directions
* Take frequent breaks, such as after completing a task

**Scheduling accommodations** allow a student to:

* Take more time to complete a project
* Take a test in several timed sessions or over several days
* Take sections of a test in a different order
* Take a test at a specific time of day

**Organization skills accommodations** allow a student to:

* Use an alarm to help with time management
* Mark texts with a highlighter
* Have help coordinating assignments in a book or planner
* Receive study skills instruction

**Assignment modifications** allow a student to:

* Complete fewer or different homework problems than peers
* Write shorter papers
* Answer fewer or different test questions
* Create alternate projects or assignments

**Curriculum modifications** allow a student to:

* Learn different material
* Get graded or assessed using a different standard than the one for classmates

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

* District textbook example:
  + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)*
* Graphic organizers
* Supplemental readings
* American Heritage Primary Source Library
* Internet use
  + Example- Library of Congress
  + Graphic organizers
* Supplemental readings
* American Heritage Primary Source Library
* Internet use

Suggested Resources

“America: The Story of Us”

“10 Days that Unexpectedly Changed the World”

# Teacher Notes:

Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.



Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.

Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.

Cooperative Activity in which students develop a presentation on the major reform movements of the early 1800’s.

Students will research modern reform movements comparing and contrasting these reforms to those of the past.

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **UNIT 7 Overview** |
| **Content Area: Social Studies** |
| **Unit Title:** Manifest Destiny and the Road to the Civil War |
| **Target Course/Grade Level:** U.S. I/ 10 |
| **Unit Summary**  The study of the expanding nation prior to the Civil War is vital, for this was one of the formative eras in the nation’s history. Manifest Destiny. A period of dramatic territorial expansion, economic growth, and industrialization, all spurred on by the great optimism of many Americans of European ancestry that anything was possible with hard work, imagination, and the unleashing of the maximum freedom of the individual. The vitality of this era, the democratic spirit, and the religious faith deeply united in the 19th Century American character was reflected in nearly every sphere of American life. However, this era was also characterized by the development of important sectional differences over slavery and its expansion into the West, over protective tariffs, and over States’ nullification rights.  **Primary Interdisciplinary Connections:**  **English-** Rugged Individualism- Man vs Nature- Pioneerism, John O Sullivan, and Lincoln-Douglass Debates  **Government & Politic**s- “Does the Constitution Follow the Flag,” Manifest Destiny vs Aggressive Imperialism, and Dred Scott Decision  **Geography-** Map of the contiguous US annexation and Sectionalism NSW  **Art-** Painting Gast “American Progress,” and political cartoons  **Economics** Northern Industrialism (free states) vs Cotton Kingdom (slave state)  **Science**- Invention of the cotton gin  **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, and Life.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety |

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| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:** 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.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
| 6.1.12.A.3.a | Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. |
| 6.1.12.A.3.b | Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. |
| 6.1.12.A.3.c | Assess the role of geopolitics in the development of American foreign relations during this period. |
| 6.1.12.A.3.d | Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. |
| 6.1.12.A.3.e | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. |
| 6.1.12.A.3.f | Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. |
| 6.1.12.A.3.g | Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. |
| 6.1.12.A.3.h | Analyze the various rationales provided as a justification for slavery. |
| 6.1.12.A.3.i | Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement. |
| 6.1.12.B.3.a | Assess the impact of Western settlement on the expansion of United States political boundaries. |
| 6.1.12.C.3.a | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| 6.1.12.C.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| 6.1.12.D.3.a | Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. |
| 6.1.12.D.3.b | Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. |
| 6.1.12.D.3.c | Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). |
| 6.1.12.D.3.d | Analyze the role education played in improving economic opportunities and in the development of responsible citizens. |
| 6.1.12.D.3.e | Determine the impact of religious and social movements on the development of American |

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|  | culture, literature, and art. |
| 6.1.12.A.4.a | Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. |
| 6.1.12.A.4.b | Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. |
| 6.3.12.A.1 | Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. |
| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| 6.3.12.B.1 | Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |
| 6.3.12.C.1 | Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 8.1.12.A.1 | Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. |
| 8.1.12.A.2 | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. |
| 8.1.12.A.3 | Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning. |
| 8.1.12.A.4 | Create a personalized digital portfolio that contains a résumé, exemplary projects, and activities, which together reflect personal and academic interests, achievements, and career aspirations. |
| 8.1.12.E.1 | Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue. |
| 8.1.12.E.2 | Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field. |
| 8.1.12.F.1 | Select and use specialized databases for advanced research to solve real-world problems. |
| 8.1.12.F.2 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs. |
| 8.2.12.A.1 | Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits. |
| 8.2.12.B.1 | Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process. |
| 8.2.12.B.2 | Design and create a prototype for solving a global problem, documenting how the |

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|  | proposed design features affect the feasibility of the prototype through the use of  engineering, drawing, and other technical methods of illustration. |
| 8.2.12.B.3 | Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path. |
| 8.2.12.C.3 | Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts. |
| 8.2.12.E.1 | Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the  relevant cultural perspectives into account throughout the design and development process. |
| 8.2.12.F.1 | Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system. |
| 8.2.12.F.2 | Explain how material science impacts the quality of products. |
| 8.2.12.F.3 | Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system. |
| 8.2.12.G.1 | Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. |
| 9.1.12 | All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| 9.4.12 | All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to |
| Common Core Standards |  |
| RH-9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH-9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH-9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH-9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH-9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH-9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH-9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH-9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH-9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH-9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9– |

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|  | 10 text complexity band independently and proficiently. | |
| [WHST.9-](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) [10.1](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) | Write arguments focused on discipline-specific content. | |
| WHST.9- 10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. | |
| WHST.9- 10.3 | (See note; not applicable as a separate requirement) | |
| WHST.9- 10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |
| WHST.9- 10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| WHST.9- 10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | |
| WHST.9- 10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| WHST.9- 10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| WHST.9- 10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | |
| WHST.9- 10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| **Unit Essential Questions**   * How did the Industrial Revolution and Western Expansion change American Culture? * How do capitalism/economic freedom clash with individual rights? * What conflicts emerged as a result of westward expansion? * What key events, issues, and personalities led the Civil War   ∙ | | **Unit Enduring Understandings**   * How did the Industrial Revolution and Western Expansion change American Culture? * How do capitalism/economic freedom clash with individual rights? * What conflicts emerged as a result of westward expansion? * What key events, issues, and personalities led the Civil War   ∙ |
| **Unit Learning Targets (Objectives)**  *Students will ...*   * Discuss the philosophy of Manifest Destiny, as it applied to western expansion * Conclude why Texas fought to win its Independence from Mexico * Examine the events leading up to the Civil War, highlighting: Slavery, extension of slavery, Missouri Compromise of 1820, Dred Scott case of 1857, Kansas Nebraska Act of 1854 and the election of 1860. | | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Flipped Classroom  Layered Curriculum  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |
| **Summative Assessments**   * Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions. * Expository Essays / Position Papers * Students will create DBQ and/or DBQ packets * Mid-Term/Final Exams   **Curriculum Development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   Suggested Resources  “America: The Story of Us”  “10 Days that Unexpectedly Changed the World”  “The Alamo”   |  | | --- | | **Evidence of Learning** | | **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Layered Curriculum  Flipped Classroom (Student Based Learning)  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now | | **Summative Assessments**   * Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions. * Expository Essays / Position Papers * Students creating DBQ and or DBQ packets * Quarterly or Mid-Term/Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audiobooks, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class * Use a calculator or table of “math facts”   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Learn different material (such as continuing to work on multiplication while classmates move on to fractions) * Get graded or assessed using a different standard than the one for classmates   **Technology Integration:**   * Kahn Academy * [Crash Course (You Tube video)](http://www.phschool.com/) * [graphic novels](http://www.phschool.com/) * [Collaborative documents using Google docs or Wikis](http://www.phschool.com/) * [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/) * [TeacherTube](http://www.phschool.com/) * [digital storytelling](http://www.phschool.com/) * [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/) * [QR Codes](http://www.phschool.com/) * [iPads, laptops, Chromebooks](http://www.phschool.com/) * [Projectors, document cameras](http://www.phschool.com/) * [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/) | |

# Teacher Notes:

Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.

Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.

Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.

Hold class discussion or written assignment discussing the theme of Manifest Destiny as it applies to the future of the United States today. Discuss the relevancy of Frederick Jackson Turner’s “Frontier Thesis” in modern America.

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **UNIT 8 Overview** |
| **Content Area:** Social Studies |
| **Unit Title:** The Civil War and Reconstruction |
| **Target Course/Grade Level:** U.S. I/ 10 |
| **Unit Summary**  Following the Election of 1860 politicians struggled to find compromises that would avoid the division of the United States but secession and war were inevitable. Students will study the Civil War, the bloodiest war in the Western World of the nineteenth century, which led to the emancipation of African Americans and the birth of a new freedom. During the period after the war known as Reconstruction, southern society was transformed, and social, political, and economic relationships were redefined throughout the United States. Civil War Historian Shelby Foote stated that to understand America today, one has to have a firm understanding of the Civil War. This unit will help students understand why.  **Primary Interdisciplinary Connections:** |

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| **English** - Hinton Helper, “The Impending Crisis,”HB Stowe “Uncle Tom's Cabin,” and Sullivan Ballou letter  **Government & Politics**- compact /contract theory of government, who has the final authority, and states rights vs federal government, “Master Fraud of the Century , the Election of 1877”  **Art**-Wanted Posters Fugitive Slaves, Political Cartoons, “Debating Popular Sovereignty,” and Mathew Brady’s photography  **Economics**- cash crop economy and effects of embargo - Anaconda Plan  **Sociology-** What is Equality? Justifications for Slavery vs Abolition- opposing views  **Geography**- Maps: USA, CSA, Mason Dixon Line, and Upper South/ Lower South Border States  **Science**- Evolution of Warfare strategies , tactics and technology  Art - Civil War Photos by  **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, Life and Career Skills   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety | |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:** 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.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |
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| 6.1.12.A.4.a | Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. |
| 6.1.12.A.4.b | Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. |
| 6.1.12.A.4.c | Evaluate how political and military leadership affected the Emancipation Proclamation, Outcome of the Civil War. |
| 6.1.12.A.4.d | Judge the effectiveness of the 13th, 14th, and 15th  Amendments in obtaining citizenship and equality for African Americans. |
| 6.1.12.B.4.a | Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War. |
| 6.1.12.B.4.b | Analyze the impact of population shifts and migration patterns during the Reconstruction period. |
| 6.1.12.C.4.a | Assess the role that economics played in enabling the North and South to wage war. |
| 6.1.12.C.4.b | Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South. |
| 6.1.12.C.4.c | Explain why the Civil War was more costly to America than previous conflicts were. |
| 6.1.12.D.4.a | Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War. |
| 6.1.12.D.4.b | Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work. |
| 6.1.12.D.4.c | Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals. |
| 6.1.12.D.4.d | Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. |
| 6.1.12.D.4.e | Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments. |
| 6.3.12.A.1 | Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. |

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| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| 6.3.12.B.1 | Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |
| 6.3.12.C.1 | Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 8.1.12.A.1 | Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. |
| 8.1.12.A.2 | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. |
| 8.1.12.A.3 | Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning. |
| 8.1.12.E.1 | Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue. |
| 8.1.12.E.2 | Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field. |
| 8.1.12.F.1 | Select and use specialized databases for advanced research to solve real-world problems. |
| 8.1.12.F.2 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs. |
| 8.2.12.A.1 | Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits. |
| 8.2.12.B.1 | Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process. |
| 8.2.12.B.2 | Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration. |
| 8.2.12.B.3 | Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path. |
| 8.2.12.C.1 | Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a [web-based publication](http://www.state.nj.us/education/cccs/def/8/TECH_Webbasedpub.html) that elicits further comment and analysis. |
| 8.2.12.C.2 | Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product. |
| 8.2.12.C.3 | Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts. |
| 8.2.12.E.1 | Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the |

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|  | relevant cultural perspectives into account throughout the design and development process. |
| 8.2.12.F.1 | Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system. |
| 8.2.12.F.2 | Explain how material science impacts the quality of products. |
| 8.2.12.F.3 | Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system. |
| 8.2.12.G.1 | Analyze the interactions among various [technologies](http://www.state.nj.us/education/cccs/def/8/TECH_Technologies.html) and collaborate to create a product or system demonstrating their interactivity. |
| 9.1.12 | All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| 9.4.12 | All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to |
| Common Core Standards |  |
| RH-9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH-9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH-9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH-9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH-9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH-9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH-9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH-9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH-9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH-9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9– 10 text complexity band independently and proficiently. |
| WHST.9- 10.1 | Write arguments focused on discipline-specific content. |
| WHST.9- 10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| WHST.9- 10.3 | (See note; not applicable as a separate requirement) |
| WHST.9- | Produce clear and coherent writing in which the development, organization, and style are |

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| 10.4 | appropriate to task, purpose, and audience. | |
| WHST.9- 10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| WHST.9- 10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | |
| WHST.9- 10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| WHST.9- 10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| WHST.9- 10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | |
| WHST.9- 10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| * List strengths of the north and strengths of the south. * Summarize Union efforts to capture Richmond in 1861-1863. * Briefly describe three emergency procedures Lincoln took during the war. * How did the Emancipation Proclamation affect the war? * How was the South’s economy affected by the war? * What was the significance of the Battle of Gettysburg? * What events led to Lee’s surrender? * What contributed to the clear division of the US during the 1860s? * What were the major plans for Reconstruction? * What were the short-term and long-term consequences of Reconstruction on both the North and South? | | **Unit Enduring Understandings**   * North: more railroad track; more factories for production of goods needed; a well balanced economy; more money; functioning government; small army and navy; two-thirds of the nations population lived there. South: home of most of the nation’s military colleges; army did not need to initiate military action to win the war; fighting to preserve their way of life and self-government. * Union troops were repulsed at Manassas in 1861; and repulsed by Lee in 1862; were beaten at Fredericksburg in 1862; were beaten at Chancellorsville in 1863. * He used the army to shut down opposition newspapers and denied others the use of the mails; threatened to arrest disloyal members Maryland legislature; used martial law to keep Kentucky in the Union camp. * While it did not bring an immediate end to slavery, it promised freedom when the North won the war. It caused many African American men to enlist in the military. It influenced both Great Britain and France in deciding not to intervene in the war. * There was some industrial growth. Women joined the Southern work force in large numbers. The disruptions of Southern farming, combined with the labor shortage and profiteering, cause |

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|  | shortages of food and other goods, as well as great  inflation.   * Lee was forced to retreat, though both sides suffered huge losses. Lee never returned on Northern soil. * Sheridan and Grant cut off Lee’s supplies, forcing him to abandon Petersburg and Richmond. Then surrounded by Union forces, Lee surrenders at Appomattox Court House. * Reconstruction was a controversial period in American history with a lasting legacy. * There were both positive and negative results of the Reconstruction era * In spite of the North’s overwhelming industrial advantage, the war lasted four years due to a combination of factors. * The desire to win war has dire consequences. |
| **Unit Learning Targets (Objectives)**  *Students will ...*   * Examine the major battles, events and results of The Civil War * Compare and contrast Presidential and Congressional Reconstruction * Debate the effectiveness of reconstruction in achieving the goals and objectives of the Civil War * Using the Jim Crow laws, focus on discrimination faced by African Americans post reconstruction | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Layered Curriculum  Flipped Classroom (Student Based Learning)  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |
| **Summative Assessments**   * Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions. * Expository Essays / Position Papers * Students will create DBQ and/or DBQ packets * Quarterly or Mid-Term/Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audiobooks, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Video clips; “Glory”, “Gettysburg”, “Ken Burns: A Civil War”, “Gone with the Wind**”** and “12 Years a Slave”   **Technology Integration:**   * Kahn Academy * [Crash Course (You Tube video)](http://www.phschool.com/) * [graphic novels](http://www.phschool.com/) * [Collaborative documents using Google docs or Wikis](http://www.phschool.com/) * [Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)](http://www.phschool.com/) * [TeacherTube](http://www.phschool.com/) * [digital storytelling](http://www.phschool.com/) * [Presentation software: PowerPoint, Prezi,](http://www.phschool.com/) * [QR Codes](http://www.phschool.com/) * [iPads, laptops, Chromebooks](http://www.phschool.com/) * [Projectors, document cameras](http://www.phschool.com/) * [subject specific website (i.e: Today in History, Or This Day in History)](http://www.phschool.com/) |

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| **Teacher Notes:**  Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.  Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.  Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.  Students complete Photo Essay detailing specific areas of the Civil War. Students will use the media  center to browse internet for relevant photographs. |

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **UNIT 9**  **Overview** | |
| **Content Area:** Social Studies | |
| **Unit Title:** Transformation from an Agricultural to an Industrial Society 1860- Gilded Age | |
| **Target Course/Grade Level: U.S. I/ 10** | |
| **Unit Summary:** From the era of Reconstruction to the end of the 19th century, the United States experienced an economic transformation that students must understand if they are to comprehend the origins of modern American life and the legacies of an era that still shapes our lives. It was an era in which the explosive growth of the economy, fed by the 19th century technological revolution and the advance of heavy industry, changed the United States from what had been a “developing nation” before the Civil War to an economic giant. Understanding the dynamics of this era will cast important light for students on two of the central themes in American history: the many forces behind the development of the American economy and the impact of economic and technological changes of social, political, and cultural developments in the nation. | |
| **Primary Interdisciplinary Connections:**  **English/Language Arts**:  *A City of Promise (*Beverly Swerling), *The Age of Reform* (Richard Hoftstader)  **Mathematics:** Election results, electoral college maps  **Economics:** Rebuilding the Southern Economy, laissez faire  **Politics & Government**: Robber Barons Captains of Industry, Billion Dollar Congress, Strikes Labor Unrest    **Geography:** Maps settlement of the West  **Art:** Jay Gould: Robber Baron political cartoon, and Tiffany glass  **Sociology:** Gospel of Wealth  **Science:** Improvements in transportation Transcontinental Railroads, steamboats | |
| **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, Life and Career Skills   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety | |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:** 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.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |

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| 6.1.12.A.5.a | Relate industrial growth to the need for social and governmental reforms. |
| 6.1.12.A.5.b | Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. |
| 6.1.12.A.5.c | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| 6.1.12.B.5.a | Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. |
| 6.1.12.B.5.b | Assess the impact of rapid urbanization on the environment and on the quality of life in cities. |
| 6.1.12.C.5.a | Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. |
| 6.1.12.C.5.b | Compare and contrast economic development of the North, South, and West in the post- Civil War period. |
| 6.1.12.C.5.c | Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. |
| 6.1.12.D.5.a | Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. |
| 6.1.12.D.5.b | Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. |
| 6.1.12.D.5.c | Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. |
| 6.1.12.D.5.d | Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation. |
| 6.3.12.A.1 | Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. |
| 6.3.12.A.2 | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal. |
| 6.3.12.B.1 | Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |
| 6.3.12.C.1 | Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 8.1.12.A.1 | Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results. |

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| 8.1.12.A.2 | Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software. |
| 8.1.12.A.3 | Participate in online courses, learning communities, social networks, or virtual worlds and recognize them as resources for lifelong learning. |
| 8.1.12.E.1 | Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue. |
| 8.1.12.E.2 | Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field. |
| 8.1.12.F.1 | Select and use specialized databases for advanced research to solve real-world problems. |
| 8.1.12.F.2 | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs. |
| 8.2.12.A.1 | Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits. |
| 8.2.12.B.1 | Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process. |
| 8.2.12.B.2 | Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration. |
| 8.2.12.B.3 | Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path. |
| 8.2.12.C.1 | Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a web-based publication that elicits further comment and analysis. |
| 8.2.12.C.2 | Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product. |
| 8.2.12.C.3 | Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts. |
| 8.2.12.E.1 | Use the design process to devise a technological product or system that addresses a global issue, and provide documentation through drawings, data, and materials, taking the relevant cultural perspectives into account throughout the design and development process. |
| 8.2.12.F.1 | Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system. |
| 8.2.12.F.2 | Explain how material science impacts the quality of products. |
| 8.2.12.F.3 | Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system. |
| 8.2.12.G.1 | Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity. |
| 9.1.12 | All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| 9.4.12 | All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to |

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| Common Core Standards |  |
| RH-9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH-9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH-9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH-9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH-9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH-9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH-9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH-9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH-9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH-9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9– 10 text complexity band independently and proficiently. |
| [WHST.9-](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) [10.1](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) | Write arguments focused on discipline-specific content. |
| WHST.9- 10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| WHST.9- 10.3 | (See note; not applicable as a separate requirement) |
| WHST.9- 10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| WHST.9- 10.5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| WHST.9- 10.6 | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| WHST.9- 10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| WHST.9- 10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of |

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|  | ideas, avoiding plagiarism and following a standard format for citation. | |
| WHST.9- 10.9 | Draw evidence from informational texts to support analysis, reflection, and research. | |
| WHST.9- 10.10 | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
| **Unit Essential Questions**   * How did the Industrial Revolution and Western Expansion change American Culture? * How do capitalism/economic freedom clash with individual rights? * What conflicts emerged as a result of westward expansion? * Purposes of the Populist Era reforms   ∙ | | **Unit Enduring Understandings**   * The significance of laws enforced by Populist Era presidents and their lasting impact to modern times. * The Industrial Revolution had an enormous impact on America via the transformation from an agricultural to industrial society based in major urban centers. * The economic, political, geographical, and social factors that affected western expansion. * The issues separating the industrialists and labor. |
| **Unit Learning Targets (Objectives)**  *Students will ...*   * Determine the factors that led to the expansion of America in late 1800s: * Development in technology * Social Darwinism * Strikes and labor unions * Advances in communication * Summarize America's movement to the west after the Civil War by highlighting the following: * Push and pull factors * Conflicts with Native Americans * Mining, Ranching and farming * Frontier Myths * Populism * Analyze the factors which led to the transition from an agrarian to an industrial economy. Highlighting the importance of: * Immigration * Fathers of Industry * Monopolies and Unions * Growth of Cities * Social Reform Movements | | |

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| **Evidence of Learning** |
| **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair  Layered Curriculum  Flipped Classroom (Student Based Learning)  Share  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now |
| **Summative Assessments**   * Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions. * Expository Essays / Position Papers * Students will create DBQ and/or DBQ packets. * Quarterly or Mid-Term/Final Exams   **Modifications (ELLs, Special Education, Gifted and Talented):**   * Follow all IEP modifications/504 plan * Teacher tutoring * Peer tutoring * Cooperative learning groups * Modified assignments * Differentiated instruction   **Presentation accommodations** allow a student to:   * Listen to audio recordings instead of reading text * Learn content from audio books, movies, videos and digital media instead of reading print versions * Work with fewer items per page or line and/or materials in a larger print size * Have a designated reader * Hear instructions orally * Record a lesson, instead of taking notes * Have another student share class notes with him * Be given an outline of a lesson * Use visual presentations of verbal material, such as word webs and visual organizers * Be given a written list of instructions   **Response accommodations** allow a student to:   * Give responses in a form (oral or written) that’s easier for him * Dictate answers to a scribe * Capture responses on an audio recorder * Use a spelling dictionary or electronic spell-checker * Use a word processor to type notes or give responses in class   **Setting accommodations** allow a student to:   * Work or take a test in a different setting, such as a quiet room with few distractions * Sit where he learns best (for example, near the teacher) * Use special lighting or acoustics * Take a test in small group setting * Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)   **Timing accommodations** allow a student to:   * Take more time to complete a task or a test * Have extra time to process oral information and directions * Take frequent breaks, such as after completing a task   **Scheduling accommodations** allow a student to:   * Take more time to complete a project * Take a test in several timed sessions or over several days * Take sections of a test in a different order * Take a test at a specific time of day   **Organization skills accommodations** allow a student to:   * Use an alarm to help with time management * Mark texts with a highlighter * Have help coordinating assignments in a book or planner * Receive study skills instruction   **Assignment modifications** allow a student to:   * Complete fewer or different homework problems than peers * Write shorter papers * Answer fewer or different test questions * Create alternate projects or assignments   **Curriculum modifications** allow a student to:   * Get graded or assessed using a different standard than the one for classmates   **Curriculum Development Resources/Instructional Materials/Equipment Needed /Teacher Resources:**   * District textbook example:   + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)* * Graphic organizers * Supplemental readings * American Heritage Primary Source Library * Internet use   + Example- Library of Congress   + Graphic organizers * Video Clips: “Bury my Heart at Wounded Knee” * Video Clip: “10 Days that Unexpectedly Changed the World” * Video Clip: “America: The Story of Us”  |  | | --- | | **Evidence of Learning** | | **Formative Assessments**  Observations Questioning  Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Constructive Quizzes  Think Pair Share  Layered Curriculum  Flipped Classroom (Student Based Learning)  As I See It   * Homework * Class work * Teacher observation * Group participation * Notebook assessment * Project presentations * Class discussions * Do Now | | **Summative Assessments**   * Written tests / quizzes consisting of open-ended, multiple-choice, and essay questions. * Expository Essays / Position Papers * Students will create DBQ and/or DBQ packets * Quarterly or Mid-Term/Final Exams   **Technology Integration:**   * Kahn Academy * Crash Course (Youtube video) * graphic novels * Collaborative documents using Google docs or Wikis * Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo) * TeacherTube * digital storytelling * Presentation software: PowerPoint, Prezi, * QR Codes * iPads, laptops, Chromebooks * Projectors, document cameras * subject specific website (i.e: Today in History, Or This Day in History) | |

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| **Teacher Notes:**  Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.  Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.  Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.  Students will complete an evaluation on the factors that contributed to the close of the frontier by1890.  Students will complete Invention project, students will research any invention and produce a 3-d replica. Presentation to follow. |

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| **2015 OCEAN COUNTY SOCIAL STUDIES CURRICULUM**  **UNIT 10 Overview** | |
| **Content Area:** Social Studies | |
| **Unit Title:** The U.S. on the Brink of Change: Becoming a World Power | |
| **Target Course/Grade Level:** U.S. I/ 10 | |
| **Unit Summary**  By the 1890s, business and political leaders with dreams of empire were expanding into new markets and seizing control of territory abroad. Imperialism on the part of a country founded on freedom from colonization troubled many United States citizens. The responsibilities of world power brought the government’s conflicting domestic and international agendas to the forefront.  **Primary Interdisciplinary Connections:**  **English/Language Arts**: *The Importance of Being Earnest* (Oscar Wilde), *War of the Worlds (*H.G. Wells), *Red Badge of Courage* (Stephen Crane), and vocabulary “jingoism”  **Economics:** Immigration, Annexation of Hawaii, Cyclical nature of the economy, monopolies, and corporations  **Government & Politics:** International Copyright Act of 1890, and Plessy v. Ferguson    **Science:** Social Darwinism, Thomas Edison’s radio, and Chicago's World Fair  **Sociology:**  Justifications for war, Ellis Island, and immigration Nativism    **Art:** Political Cartoons, Music Hall (Carnegie Hall) opens  **21st Century Themes:** Financial, Economic, Business and Entrepreneurial Literacy, Health Literacy, Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, Information and Communication Technology Literacy, Life and Career Skills.   * Critical thinking, problem solving, reasoning, analysis, interpretation, synthesizing information * Research skills and practices, interrogative questioning * Creativity, artistry, curiosity, imagination, innovation, personal expression * Perseverance, self-direction, planning, self-discipline, adaptability, initiative * Oral and written communication, public speaking and presenting, listening * Leadership, teamwork, collaboration, cooperation, virtual workspaces * Information and communication technology (ITC) literacy, media and internet literacy, visual interpretation, data interpretation and analysis, computer programming * Civic, ethical, and social-justice literacy * Economic and financial literacy, entrepreneurialism * Global awareness, multicultural literacy, humanitarianism * Scientific literacy and reasoning, the scientific method * Environmental and conservation literacy, ecosystems understanding * Health and wellness literacy, including nutrition, diet, exercise, and public health and safety | |
| **Learning Targets** | |
| **Standards**  **6.1 U.S. History: America in the World:** 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.  **6.3 Active Citizenship in the 21st Century:** All students will acquire historical understanding of political and diplomatic ideas, forces, and institutions throughout the history of New Jersey, the United States, and the World.    **8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  **8.2 Technology Education, Engineering, and Design:** All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.  **9.1 21st-Century Life & Career Skills -** All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.  **9.4 Career and Technical Education:**  All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees | |
| **Content Statements** | |
| **CPI #** | **Cumulative Progress Indicator (CPI)** |

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| 6.1.12.D.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.A.5.b | Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. |
| 6.1.12.A.5.c | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| 6.1.12.B.5.b | Assess the impact of rapid urbanization on the environment and on the quality of life in cities. |
| 6.1.12.C.5.a | Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. |
| 6.1.12.C.5.c | Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. |
| 6.3.12.B.1 | Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations. |
| 6.3.12.D.1 | Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. |
| 8.1.12.E.1 | Develop a systematic plan of investigation with peers and experts from other countries to produce an innovative solution to a state, national, or worldwide problem or issue. |
| 8.1.12.F.1 | Select and use specialized databases for advanced research to solve real-world problems. |
| 8.1.12.F.2 | Analyze the capabilities and limitations of [current and emerging technology resources](http://www.state.nj.us/education/cccs/def/8/TECH_CurrentEmerging.html) and assess their potential to address educational, career, personal, and social needs. |
| 8.2.12.B.1 | Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process. |
| 8.2.12.B.2 | Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration. |
| 8.2.12.B.3 | Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path. |
| 8.2.12.C.1 | Analyze the ethical impact of a product, system, or environment, worldwide, and report findings in a [web-based publication](http://www.state.nj.us/education/cccs/def/8/TECH_Webbasedpub.html) that elicits further comment and analysis. |
| 8.2.12.C.2 | Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product. |
| 8.2.12.C.3 | Evaluate the positive and negative impacts in a design by providing a digital overview of a chosen product and suggest potential modifications to address the negative impacts. |
| 8.2.12.E.1 | Use the design process to devise a technological product or system that addresses a global |

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|  | issue, and provide documentation through drawings, data, and materials, taking the  relevant cultural perspectives into account throughout the design and development process. |
| 8.2.12.F.1 | Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system. |
| 8.2.12.F.2 | Explain how material science impacts the quality of products. |
| 8.2.12.F.3 | Select and utilize resources that have been modified by digital tools (e.g., CNC equipment, CAD software) in the creation of a technological product or system. |
| 8.2.12.G.1 | Analyze the interactions among various [technologies](http://www.state.nj.us/education/cccs/def/8/TECH_Technologies.html) and collaborate to create a product or system demonstrating their interactivity. |
| 9.1.12 | All students will demonstrate the creative, critical thinking, collaboration, and problem- solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures. |
| 9.4.12 | All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to |
| Common Core Standards |  |
| RH-9-10.1 | Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. |
| RH-9-10.2 | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. |
| RH-9-10.3 | Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. |
| RH-9-10.4 | Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. |
| RH-9-10.5 | Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. |
| RH-9-10.6 | Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. |
| RH-9-10.7 | Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. |
| RH-9-10.8 | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |
| RH-9-10.9 | Compare and contrast treatments of the same topic in several primary and secondary sources. |
| RH-9-10.10 | By the end of grade 10, read and comprehend history/social studies texts in the grades 9– 10 text complexity band independently and proficiently. |
| [WHST.9-](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) [10.1](http://www.corestandards.org/the-standards/english-language-arts-standards/writing-hst/grades-9-10/#whst-9-10-1) | Write arguments focused on discipline-specific content. |
| WHST.9- 10.2 | Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. |
| WHST.9- 10.3 | (See note; not applicable as a separate requirement) |

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| WHST.9- 10.4 | | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |  |
| WHST.9- 10.5 | | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. | |
| WHST.9- 10.6 | | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. | |
| WHST.9- 10.7 | | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | |
| WHST.9- 10.8 | | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | |
| WHST.9- 10.9 | | Draw evidence from informational texts to support analysis, reflection, and research. | |
| WHST.9- 10.10 | | Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | |
|  | **Unit Essential Questions**   * Evaluate why it was necessary for America to establish sphere of influences throughout the world. * Analyze the establishment of the United States as a world power. * Critique the US as an imperial power. | | **Unit Enduring Understandings**   * The ways that the concepts of American Exceptionalism/Social Darwinism contribute to the United States emerging as a world power. * The impact of immigration on national policies. * The social impacts of war upon the diverse society that is the United States. * How technology influenced how the United States conducts a tactical war effort. * Causes and results of the Spanish American War. * American leaders looked to extend American influence abroad. | |
| **Unit Learning Targets (Objectives)**  *Students will ...*   * Identify and label the locations impacted by Imperialism. * List and analyze documents related to US Imperialism. * Explain the rationale behind the United States’ need to obtain territory through imperialism. | | | |

Formative Assessments (Suggested)

Observations Questioning

Discussion Exit/Admit Slips Learning/Response Logs Graphic Organizers Peer/Self Assessments Practice Presentations Visual Representations Kinesthetic Assessments Individual Whiteboards

Constructive Quizzes Think Pair Share

Layered Curriculum

Flipped Classroom (Student Based Learning)

As I See It

* Homework
* Class work
* Teacher observation
* Group participation
* Notebook assessment
* Project presentations
* Class discussions
* Do Now

# Summative Assessments

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

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

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

**Presentation accommodations** allow a student to:

* Listen to audio recordings instead of reading text
* Learn content from audio books, movies, videos and digital media instead of reading print versions
* Work with fewer items per page or line and/or materials in a larger print size
* Have a designated reader
* Hear instructions orally
* Record a lesson, instead of taking notes
* Have another student share class notes with him
* Be given an outline of a lesson
* Use visual presentations of verbal material, such as word webs and visual organizers
* Be given a written list of instructions

**Response accommodations** allow a student to:

* Give responses in a form (oral or written) that’s easier for him
* Dictate answers to a scribe
* Capture responses on an audio recorder
* Use a spelling dictionary or electronic spell-checker
* Use a word processor to type notes or give responses in class

**Setting accommodations** allow a student to:

* Work or take a test in a different setting, such as a quiet room with few distractions
* Sit where he learns best (for example, near the teacher)
* Use special lighting or acoustics
* Take a test in small group setting
* Use sensory tools such as an exercise band that can be looped around a chair’s legs (so fidgety kids can kick it and quietly get their energy out)

**Timing accommodations** allow a student to:

* Take more time to complete a task or a test
* Have extra time to process oral information and directions
* Take frequent breaks, such as after completing a task

**Scheduling accommodations** allow a student to:

* Take more time to complete a project
* Take a test in several timed sessions or over several days
* Take sections of a test in a different order
* Take a test at a specific time of day

**Organization skills accommodations** allow a student to:

* Use an alarm to help with time management
* Mark texts with a highlighter
* Have help coordinating assignments in a book or planner
* Receive study skills instruction

**Assignment modifications** allow a student to:

* Complete fewer or different homework problems than peers
* Write shorter papers
* Answer fewer or different test questions
* Create alternate projects or assignments

**Curriculum modifications** allow a student to:

* Learn different material
* Get graded or assessed using a different standard than the one for classmates

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

* District textbook example:
  + Example- United States History and Geography *McGraw Hill Textbook (Online Digital Textbook)*
* Graphic organizers
* Supplemental readings
* Relevant Video Clips- “Rough Riders”
* American Heritage Primary Source Library
* Internet use
  + Example- Library of Congress
  + Graphic organizers
* Supplemental Readings

**Technology Integration:**

* Kahn Academy
* Crash Course (Youtube video)
* graphic novels
* Collaborative documents using Google docs or Wikis
* Podcasts, blogs, webquests, Keynote projects, online journal articles, discussion boards (i.e.: Turn it In and Edmodo)
* TeacherTube
* digital storytelling
* Presentation software: PowerPoint, Prezi,
* QR Codes
* iPads, laptops, Chromebooks
* Projectors, document cameras
* subject specific website (i.e: Today in History, Or This Day in History)

Teacher Notes:

Use teaching resource binder for worksheets, literature activities, primary source readings and biography readings to further inform students about unit.

Section transparencies and resource binder powerpoint can be used as a guide for discussion on learning objectives.

Show video clips as mentioned above to help students visualize information, provide students with clip questions to direct discussion on learning objectives/ information displayed during clip.

Students will analyze and discuss the relevance of the Jingoist philosophy coupled with Social Darwinism and how it influenced U.S. foreign policy in the later part of the 1800’s.