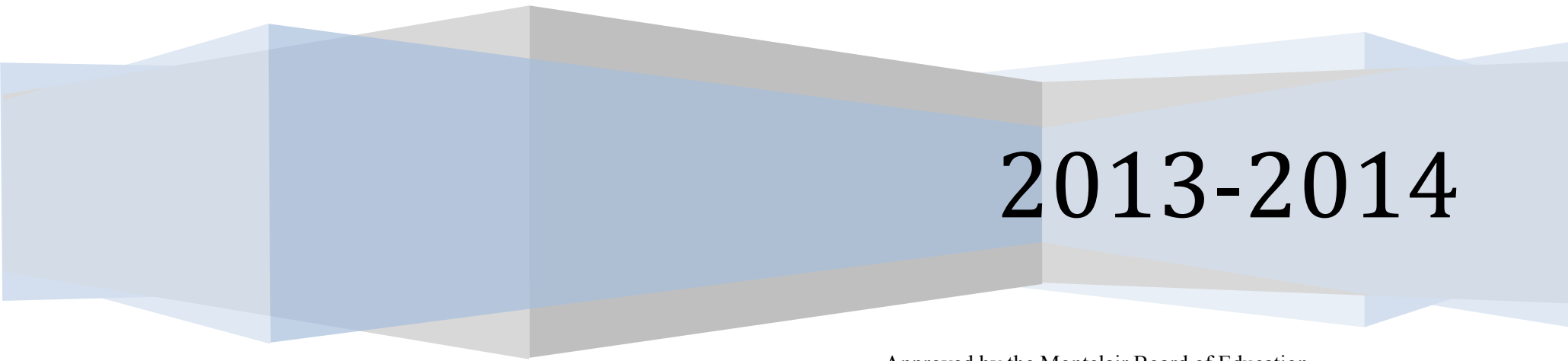


Montclair Public Schools

Social Studies

Curriculum Guide

US History I CGI Honors Grade 10



2013-2014

Approved by the Montclair Board of Education
November 2012/Revised: September 2013

Montclair Public Schools
 THE CIVICS & GOVERNMENT INSTITUTE - CGI United States History I Honors Unit: Marshall A.b

Subject	CGI 10: Social Movements and Reform	Grade 10		Unit # 1		Pacing 10 weeks	
Unit	Colonial & Women’s History						
Overview							
<p>This unit will briefly cover how the North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World. The unit mainly addresses and analyzes the changing roles of women throughout US History. It deals with the rapid expansion and transformation of the American economy and how that contributed to social reform, political compromises, and an expansion of democratic practices. It addresses the Progressive reform and Civil Rights movements of the 20th century which marked periods of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against.</p>							
Lexile 1050L – 1335L							
Standard #	NJCCCS			SLO #	Student Learning Objectives		Depth of Knowledge
A.1.b.	Analyze how gender, property ownership, religion, and legal status affected political rights.			1	Analyze how gender, property ownership, religion, and legal status affected political rights.		4
B. 1. a.	Relate regional geographic variations (e.g. climate, soil conditions, and other resources) to economic development in the new world.			2	Relate regional geographic variations (e.g. climate, soil conditions, and other resources) to economic development in the new world.		3
D.2.a.	Explain the consequences to Native American groups of the loss of their land and people			3	Explain the consequences to Native American groups of the loss of their land and people		3
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.			4	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.		3

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D.2.a.	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	5	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	4
D.2.d	Analyze arguments for new women's roles and rights and explain why 18 th century society limited women's aspirations.	6	Analyze arguments for new women's roles and rights and explain why 18 th century society limited women's aspirations.	4
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.	7	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.	4
A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.	8	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.	3
D.14.d	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.	9	Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.	3
D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.	10	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.	4
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.	11	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	3
C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	12	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	3

C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.	13	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.	3
D.14.e	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	14	Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.	3
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.	15	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.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
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.	1	Cite specific textual evidence to assess the evolving role of women in the 20th century.	4
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.	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.	4
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.	3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	4
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.	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.	2
RH.9-10.5	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	5	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	3
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	6	Compare the point of view of two or more authors for how they treat the same or similar topics, including	3

	they include and emphasize in their respective accounts.		which details they include and emphasize in their respective accounts.	
RH.9-10.7	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	7	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	4
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	4
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	9	Compare and contrast treatments of the same topic in several primary and secondary sources.	3
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.	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.	4
WH.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	11	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	3
WH.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	12	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	3
WH.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	13	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	3
WH.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	14	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3

WH.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.	15	Provide a concluding statement or section that follows from or supports the argument presented.	3
WH.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	16	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	4
WH.9-10.2 a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	17	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	2
WH.9-10.2 b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	18	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	3
WH.9-10.2 c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	19	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	3
WH.9-10.2 d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	20	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	2
WH.9-10.2 e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	21	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3
WH.9-10.2 f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	22	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	3
WH.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	23	Produce clear and coherent opening and closing statements analyzing the status of women in the 20th century.	3

WH.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.	24	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.	3
WH.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.	25	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.	3
WH.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.	26	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.	4
WH.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.	27	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.	4
WH.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	28	Draw evidence from informational texts to support analysis, reflection, and research.	3
WH.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.	29	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.	3

Big Ideas: Marshall A.c
<ol style="list-style-type: none"> 1. North American Colonial societies adapted European societal structures to meet their economic, social and political needs based on their regional and geographic environments. This created strong sectional differences as well as stratification between the classes, races, religions and genders. The early use of race as a means to mitigate class conflicts emerges as a recurring theme in US History. 2. Women's roles developed based on colonial region but were mainly confined to the home and family. Women began to participate in the public sphere on a more universal level as the 20th century emerged, winning the right to vote in 1919. Women in the 20th century continued to work towards complete gender equality in all areas including public and private life. 3. The struggle for complete gender equity is still an emerging American issue. The causes are multi-faceted with many variables, including race, class, public policy, media, deep-seeded traditional values, education, family, religion, etc.
Essential Questions: Marshall A.c, C.c
<ol style="list-style-type: none"> 1. How did the North American Colonial societies adapt European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World? 2. How did women's roles change throughout US History? 3. Why are women still underrepresented in positions of power?
Assessments: Marshall A.d, D.c
<ol style="list-style-type: none"> 1. Interim assessment 2. Formal and informal formative and summative assessments as determined by the teacher
Key Vocabulary
<ul style="list-style-type: none"> • Mercantilism • Feminism • Sexism • Discrimination • 19th Amendment • Civil Rights Act of 1964
Materials
<ol style="list-style-type: none"> 1. The American Pageant Chapters 2-4 Chapter 16 p. 336-341 Chapter 26: p. 574-575, 588-592 Chapter 31: p 686 Chapter 40: p. 927-930 Chapter 44: p. 1028-1029

2. A People's History of the United States

Chapter 6

Chapter 17

Chapter 19

3. Civics for Democracy: A Journey for Teachers and Students, pages 85-110
4. Ordinary Americans: US History Through the Eyes of Everyday People, selected readings
5. The Amistad Curriculum <http://njamistadcurriculum.org/>
6. www.lexile.com

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 Wilson Reading
CROSS CURRICULUR RESOURCES		
The Amistad Commission's Literacy components http://njamistadcurriculum.net/history/commoncore/literature		
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm		
ALIGNMENT TO 21 ST CENTURY SKILLS AND TECHNOLOGY		
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	
Technology Infusion		
Grades 9-12 Smart Board Applications		

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others
Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.
Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

Grades 9-10 Students

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

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.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Montclair Public Schools

THE CIVICS & GOVERNMENT INSTITUTE – CGI United States History I Unit: Marshall A.b

Subject	CGI 10: Social Movements and Reform	Grade 10	Unit # 2	Pacing 10 weeks
Unit	Labor History and Civil Rights			
Overview				
This unit continues the study of the Labor and the Civil Rights movements throughout US History. These movements marked a period of social turmoil and political reform, resulting in the expansion of rights and opportunities for individuals and groups previously discriminated against. It explores the formation of the major national Labor Unions as well as the laws that expanded and contracted worker's rights. This unit will also examine the ongoing struggle to expand civil rights for all Americans.				
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge
D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	1	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.	3
C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	2	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.	3
D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	3	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	3
D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.	4	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.	4

D.14.c	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.	5	Determine the impact of the changing role of labor unions on the economy, politics, and employer-employee relationships.	3
D.16.c	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	6	Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.	3
B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	7	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	4
D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.	8	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.	3
D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	9	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	3
A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	10	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	2
D.2.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.	11	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.	3
D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	12	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	3
A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	13	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	4
A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local	14	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and	4

	governmental policies.		state and local governmental policies.	
A.13.b	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.	15	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.	4
C.13.a	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.	16	Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.	3
D.13.a	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.	17	Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.	3
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.	18	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	4
D.13.b	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	19	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.	4
D.13.c	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.	20	Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.	4
D.13.d	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	21	Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.	3

D.13.e	Explain why the Peace Corps was created and how its role has evolved over time.	22	Explain why the Peace Corps was created and how its role has evolved over time.	2
D.13.f	Relate the changing role of women in the labor force to changes in family structure.	23	Relate the changing role of women in the labor force to changes in family structure.	3
B.13.b	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	24	Evaluate the effectiveness of environmental movements and their influence on public attitudes and environmental protection laws.	3
A.13.a	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.	25	Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.	4
B.14.b	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.	26	Analyze how regionalization, urbanization, and suburbanization have led to social and economic reform movements in New Jersey and the United States.	4
D.14.b	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.	27	Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.	3
D.14.f	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	28	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.	2
D.16.a	Analyze the impact of American culture on other world cultures from multiple perspectives.	29	Analyze the impact of American culture on other world cultures from multiple perspectives.	4
C.8.a	Analyze the push-pull factors that led to the Great Migration.	30	Analyze the push-pull factors that led to the Great Migration.	4

D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.	31	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.	3
D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.	32	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.	3
D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.	33	Determine the impact of religious and social movements on the development of American culture, literature, and art.	2
A.3.h	Analyze the various rationales provided as a justification for slavery.	34	Analyze the various rationales provided as a justification for slavery.	4
A.3.i	Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.	35	Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.	3
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
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.	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.	4
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.	2	Determine the central ideas or information from a primary or secondary source about an American social reformer; provide an accurate summary of how key events or ideas impacted this person's life.	4
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.	3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	4
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.	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.	2

RH.9-10.5	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	5	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	3
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.	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.	3
RH.9-10.7	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	7	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	4
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	4
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	9	Compare and contrast treatments of the same topic in several primary and secondary sources.	3
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.	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.	4
WH.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	11	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	3
WH.9-10.1.b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	12	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	3
WH.9-10.1.c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	13	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and	3

			counterclaims.	
WH.9-10.1.d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	14	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3
WH.9-10.1.e	Provide a concluding statement or section that follows from or supports the argument presented.	15	Provide a concluding statement or section that follows from or supports the argument presented.	3
WH.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	16	Write a first person narrative, synthesizing an American social reformer's life and experiences, analyzing their legacy on US History.	4
WH.9-10.2 a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	17	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	2
WH.9-10.2 b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	18	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	3
WH.9-10.2 c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	19	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	3
WH.9-10.2 d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	20	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	2
WH.9-10.2 e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	21	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3

WH.9-10.2 f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	22	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	3
WH.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	23	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3
WH.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.	24	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.	3
WH.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.	25	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.	3
WH.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.	26	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.	4
WH.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.	27	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.	4
WH.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	28	Draw evidence from informational texts to support analysis, reflection, and research.	3

WH.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.	29	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.	3
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Big Ideas: Marshall A.c

Workers in the 19th and 20th centuries organized themselves into labor unions to improve their working conditions. There were several types of unions, some more successful than others. Unions were organized based on skill or craft and then by industry. By the middle of the 20th century, workers were able to garner the right to organize to regulate working hours, wages, and safety conditions. By the end of the 20th century, union membership dropped for various reasons as the nature of work and the American economy changed.

Groups and individuals in the US have historically been discriminated against from slavery to political disenfranchisement based on gender, race and class. The US legalized discrimination and segregation through its laws and public policies (i.e. the Dred Scott decision, Plessy v. Ferguson, Jim Crow laws, Chinese Exclusion Act, Dawes Act).

Individuals and groups ended discrimination through landmark Supreme Court decisions, as well as direct action organizing. Several prominent leaders emerged and left distinguished legacies behind for others to follow. Change at first was slow, especially in the American South, but through the perseverance of many social reformers their voices were heard and legislation followed (i.e. Civil Rights Act 1964, Voting Rights Act 1965).

Essential Questions: Marshall A.c, C.c

1. How did workers in the 19th and 20th centuries work to organize themselves to improve their conditions, wages and hours?
2. How were individuals and groups systemically discriminated against in the 19th and 20th centuries based on race, class, gender, and ethnicity?
3. How did individuals and groups organize to expand their civil rights throughout the 19th and 20th centuries?

Assessments: Marshall A.d, D.c

1. Interim assessment
2. Formal and informal formative and summative assessments as determined by the teacher

Key Vocabulary

- Union
- Wagner Act
- Taft-Hartley Act
- Jim Crow Laws
- Civil Rights Act 1964
- Plessy v. Ferguson

Suggested Resources (CCSS Exemplar Texts in Bold)

19: 2013-2014

1. The American Pageant

Chapter 17: all

Chapter 26: p. 580-581

Chapter 40: p. 912-916

Chapter 41: p. 942-945; p. 949-951

Chapter 15: p. 307-326

Chapter 25: all

Chapter 27: p. 605-608; p. 615-616

Chapter 28: p. 631-632

2. A People's History of the United States

Chapter 2, 3, 7, 9, 17, 19

3. Civics for Democracy: A Journey for Teachers and Students, pages 17-81.

4. Ordinary Americans: US History Through the Eyes of Everyday People, selected readings

5. Reform Movements in American History: The Ethnic and Group Identity Movements

4. Amistad Curriculum <http://njamistadcurriculum.org/>

5. [www.lexile](http://www.lexile.com)

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 Wilson Reading
CROSS CURRICULUR RESOURCES		
The Amistad Commission's Literacy components http://njamistadcurriculum.net/history/commoncore/literature		
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm		
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY		
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	
Technology Infusion		
Grades 9-12 Smart Board Applications		

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others
Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.
Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

Grades 9-10 Students

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

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.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Montclair Public Schools
Civics and Government Institute – CGI Unit Marshall A.b

Subject	CGI US History 1	Grade	10	Unit #	3	Pacing	10 weeks
Unit	War and Conflict 1						
Overview							
<p>This unit is designed to provide students with the analytical skills, factual knowledge and writing abilities necessary to deal effectively with the people, issues, movements and events in the United States' past. Specifically, CGI War & Conflict Unit 1 covers the periods in United States history from the French & Indian War to the Spanish American War. The focus is on each American war or armed conflict, its causes and outcomes. In addition, students will analyze contributions and perspectives of African Americans, Native Americans and women during all conflicts covered. Students will also determine the extent to which America's foreign policy was influenced by perceived national interest. The students will use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcomes of all armed conflicts. This unit will culminate with an assignment in which students will be planning, revising, editing, and rewriting a position paper on an essential question concerning an American War during this time period.</p>							
Lexile 1050 - 1335							
Standard #	NJCCCS	SLO #	Student Learning Objectives				Depth of Knowledge
6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	1	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.				4
6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.	2	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.				4
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.	3	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.				3
6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.	4	Assess the role of geopolitics in the development of American foreign relations during this period.				3
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.	5	Assess the impact of Western settlement on the expansion of United States political boundaries.				3

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	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).	4
6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e. the Fugitive Slaves Act and Dred Scott Decision) in the North and the South (i.e. Secession) led to the Civil War.	7	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e. the Fugitive Slaves Act and Dred Scott Decision) in the North and the South (i.e. Secession) led to the Civil War.	4
6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.	8	Evaluate how political and military leadership affected the outcome of the Civil War.	3
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.	9	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.	3
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.	10	Explain why the Civil War was more costly to America than previous conflicts were.	2
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.	11	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.	2
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.	12	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.	2
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.	13	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.	2
Standard #	CCSS ELA Standard	SLO	Student Learning Objectives	Depth of

		#		Knowledge
CCSS.ELA-Literacy.WHST.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.	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.	4
CCSS.ELA-Literacy.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.	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.	2
CCSS.ELA-Literacy.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.	3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	4
CCSS.ELA-Literacy.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.	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.	3
CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	4
CCSS.ELA-Literacy.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.	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.	2
CCSS.ELA-Literacy.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	1
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	8	Gather relevant information from multiple authoritative primary and secondary sources to assess an essential question concerning an American War.	4
CCSS.ELA-Literacy.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	9	Compare and contrast treatments of the same topic in several primary and secondary sources.	2

CCSS.ELA-Literacy.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.	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.	3
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i> .	11	Write arguments focused on <i>discipline-specific content</i> .	3
CCSS.ELA-Literacy.WHST.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	12	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	4
CCSS.ELA-Literacy.WHST.9-10.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	13	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.	4
CCSS.ELA-Literacy.WHST.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	14	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	4
CCSS.ELA-Literacy.WHST.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	15	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	4
CCSS.ELA-Literacy.WHST.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented.	16	Provide a concluding statement or section that follows from or supports the argument presented.	4
CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	17	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	3

CCSS.ELA-Literacy.WHST.9-10.2a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	18	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	4
CCSS.ELA-Literacy.WHST.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	19	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	3
CCSS.ELA-Literacy.WHST.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	20	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	3
CCSS.ELA-Literacy.WHST.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	21	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	3
CCSS.ELA-Literacy.WHST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	22	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3
CCSS.ELA-Literacy.WHST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	23	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3
CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	24	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3
CCSS.ELA-Literacy.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	25	Develop and strengthen writing as needed by planning, revising, editing, rewriting a position paper on an essential question concerning an	4

	specific purpose and audience.		American War.	
CCSS.ELA-Literacy.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.	26	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.	3
CCSS.ELA-Literacy.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.	27	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.	4
CCSS.ELA-Literacy.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.	28	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.	4
CCSS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	29	Draw evidence from informational texts to support analysis, reflection, and research.	3
CCSS.ELA-Literacy.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.	30	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.	4

Big Ideas: Marshall A.c

The Thirteen Colonies broke away from Great Britain because of a series of economic, social and political policies that were perceived as an infringement on their natural rights as a people. People from all regions of the country participated in the long war to varying degrees. African Americans and women participated in all aspects of this war from the homes, to the camps and battlefields. Many enslaved African Americans fought on the side of the British because they were promised freedom from slavery.

The United States grew and developed throughout the 19th century through international diplomacy, purchase, and finally war. Regionalism developed

alongside the geographical growth of the country. Native American Indians fought hard for their land and resources. Manifest Destiny, or the belief in the inherent right of the Americans' to the whole continental United States, fueled the frontier movement westward and the push for war with Mexico and dominated US foreign policy.

Various social, political, and economic conditions led to heightened sectionalism in the Ante-bellum period. For example, the expansion of King Cotton firmly entrenched a slave-based southern economy, while northern industrialism, based on paid labor, flourished. Political parties such as the Whigs, Know-Nothings, and the newly formed Republican party, further divided the American people on the slave issue. This culminated in the Civil War, 1861-1865.

Essential Questions: Marshall A.c, C.c

- What conditions caused the United States to break away from Great Britain and create its own nation?
- How did the United States grow and develop during the 19th century?
- What conditions led to the heightened sectionalism in the Ante-bellum period and what were the ways in which the Civil War was fought?

Assessments: Marshall A.d, D.c

- Formal and informal formative and summative assessments as determined by the teacher

Key Vocabulary

- Stamp Act
- Manifest Destiny
- Civil Disobedience
- Sectionalism
- Compromise of 1850
- Imperialism

Suggested Resources (CCSS Exemplar Texts in Bold)

The American Pageant

Chapter 6

Chapter 7

Chapter 8

Chapter 11, p. 222 – 231 (from *America: A Nutcrackered Neutral* to the chapter's end)

Chapter 12, p. 233 – 242 (from chapter's beginning through *The So-Called Era of Good Feelings*)

Chapter 14, p. 282 – 287 (from *The Lone Star of Texas Flickers* through *Texas: An International Derelict*)

Chapter 18, p. 380 – 398

Chapter 19, p. 406 – 418 (from *Twilight of the Senatorial Giants* to the chapter's end)

Chapter 20, p. 420 – 443

Chapter 21, p. 444 – 460

Chapter 22, p. 461 – 485

Chapter 29, p. 641 – 660

Chapter 30, p. 664 – 670 (from chapter's beginning through *Hinging the Open Door in China*)

Zinn, A People's History of the United States, Chapters 4,5,12
 Amistad curriculum <http://njamistadcurriculum.org/>
www.lexile.com

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 Wilson Reading
CROSS CURRICULUR RESOURCES		
The Amistad Commission's Literacy components http://njamistadcurriculum.net/history/commoncore/literature		
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm		
ALIGNMENT TO 21 ST CENTURY SKILLS AND TECHNOLOGY		
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	

Technology Infusion

Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

Grades 9-10 Students

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

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.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Montclair Public Schools

THE CIVICS & GOVERNMENT INSTITUTE – CGI United States History I Honors Unit: Marshall A.b

Subject	CGI 10: US History I Honors	Grade	10	Unit #	4	Pacing	10 weeks
Unit	War and Conflict II						
Overview							
<p>This unit is designed to provide students with the analytical skills, factual knowledge and writing abilities necessary to deal effectively with the people, issues, movements and events in the United States' past. Specifically, CGI War & Conflict Unit 2 covers the periods in United States history from the turn of the 20th century to the present. The focus is on each American war or armed conflict, its causes and outcomes. In addition, students will analyze contributions and perspectives of women, African Americans, Native Americans, and other minorities during all conflicts covered. Students will also determine the extent to which America's foreign policy was influenced by perceived national interest. During this unit, students will compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. The students will use maps and primary sources to assess the impact that geography, improved military strategies, technology, and new modes of transportation had on the outcomes of all armed conflicts. This unit will culminate with an assignment in which students will be planning, revising, editing, and writing a research paper on an essential question concerning an American War during the 20th century.</p>							
Standard #	NJCCCS			SLO #	Student Learning Objectives		Depth of Knowledge
6.1.12.A.7.a	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.			1	Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.		4
6.1.12.A.7.b	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.			2	Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.		4
6.1.12.A.7.c	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.			3	Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.		4
6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.			4	Explain how global competition by nations for land and resources led to increased militarism.		2

6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.	5	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.	2
6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	6	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.	4
6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.	7	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.	4
6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.	8	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.	3
6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.	9	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.	4
6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.	10	Analyze the push-pull factors that led to the Great Migration.	4
6.1.12.D.11.a	Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.	11	Evaluate the effectiveness of international agreements following World War I in preventing international disputes during the 1920s and 1930s.	4
6.1.12.D.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.	12	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.	2
6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.	13	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.	2

6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.	14	Analyze the decision to use the atomic bomb and the consequences of doing so.	4
6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	15	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.	4
6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.	16	Explain the role that geography played in the development of military strategies and weaponry in World War II.	2
6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.	17	Relate new wartime inventions to scientific and technological advancements in the civilian world.	2
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.	18	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.	4
6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.	19	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.	3
6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	20	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.	3
6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	21	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.	2

6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.	22	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.	3
6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	23	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the Vietnam War.	4
6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	24	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	3
6.1.12.A.12.c	Explain how the Arab-Israeli conflict influenced American foreign policy.	25	Explain how the Arab-Israeli conflict influenced American foreign policy.	1
6.1.12.B.12.a	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.	26	Evaluate the effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.	3
6.1.12.B.12.b	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	27	Explain the implications and outcomes of the Space Race from the perspectives of the scientific community, the government, and the people.	1
6.1.12.D.12.a	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.	28	Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.	4
6.1.12.D.12.c	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	29	Evaluate how the development of nuclear weapons by industrialized countries and developing countries affected international relations.	3

6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	30	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	2
6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.	31	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.	4
6.1.12.D.14.a	Determine the relationship between United States domestic and foreign policies.	32	Determine the relationship between United States domestic and foreign policies.	1
6.1.12.A.15.a	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.	33	Analyze the factors that led to the fall of communism in Eastern European countries and the Soviet Union, and determine how the fall influenced the global power structure.	4
6.1.12.A.15.b	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.	34	Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.	1
6.1.12.A.15.c	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	35	Evaluate the role of diplomacy in developing peaceful relations, alliances, and global agreements with other nations.	3
6.1.12.A.15.d	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.	36	Assess the impact of the arms race and the proliferation of nuclear weapons on world power, security, and national foreign policy.	4
6.1.12.A.15.e	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.	37	Analyze the impact of United States support for the policies and actions of the United Nations and other international organizations.	4
6.1.12.A.15.f	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.	38	Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.	3

6.1.12.D.15.a	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.	39	Compare United Nations policies and goals (i.e., the International Declaration of Human Rights and the United Nations Millennium Development Goals) intended to promote human rights and prevent the violation of human rights with actions taken by the United States.	3
6.1.12.D.15.b	Compare the perspectives of other nations and the United States regarding United States foreign policy.	40	Compare the perspectives of other nations and the United States regarding United States foreign policy.	2
6.1.12.D.15.c	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.	41	Explain how and why religious tensions and historic differences in the Middle East have led to international conflicts, and analyze the effectiveness of United States policy and actions in bringing peaceful resolutions to the region.	4
6.1.12.D.15.d	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.	42	Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.	4
6.1.12.B.16.a	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.	43	Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.WHST.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.	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.	4
CCSS.ELA-Literacy.RH.9-	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how	2	Determine the central ideas or information of a primary or secondary source; provide an accurate	2

10.2	key events or ideas develop over the course of the text.		summary of how key events or ideas develop over the course of the text.	
CCSS.ELA-Literacy.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.	3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	4
CCSS.ELA-Literacy.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.	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.	3
CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	4
CCSS.ELA-Literacy.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.	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.	2
CCSS.ELA-Literacy.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	7	Use quantitative analysis, maps, and charts to analyze evolving themes (ie. government and politics, art and literature, technology, etc.) in American Wars.	3
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	8	Assess the extent to which the reasoning and evidence in a text support the author’s claims.	4
CCSS.ELA-Literacy.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	9	Compare and contrast treatments of the same topic in several primary and secondary sources.	2
CCSS.ELA-Literacy.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.	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.	3
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on <i>discipline-specific content</i> .	11	Write arguments focused on <i>discipline-specific content</i> .	3

CCSS.ELA-Literacy.WHST.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	12	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	4
CCSS.ELA-Literacy.WHST.9-10.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	13	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	4
CCSS.ELA-Literacy.WHST.9-10.1c	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	14	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	4
CCSS.ELA-Literacy.WHST.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	15	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	4
CCSS.ELA-Literacy.WHST.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented.	16	Provide a concluding statement or section that follows from or supports the argument presented.	4
CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	17	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	3
CCSS.ELA-Literacy.WHST.9-10.2a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	18	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	4

CCSS.ELA-Literacy.WHST.9-10.2b	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	19	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	3
CCSS.ELA-Literacy.WHST.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	20	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	3
CCSS.ELA-Literacy.WHST.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	21	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	3
CCSS.ELA-Literacy.WHST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	22	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	3
CCSS.ELA-Literacy.WHST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	23	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	3
CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	24	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	3
CCSS.ELA-Literacy.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.	25	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.	4
CCSS.ELA-Literacy.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	26	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	3

	dynamically.		information flexibly and dynamically.	
CCSS.ELA-Literacy.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.	27	Conduct research on an essential theme of US Wars (government and politics, art and literature, technology, etc.) synthesizing multiple sources on the subject to demonstrate an understanding of wars of the 20th Century.	4
CCSS.ELA-Literacy.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.	28	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.	4
CCSS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	29	Draw evidence from informational texts to support analysis, reflection, and research.	3
CCSS.ELA-Literacy.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.	30	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.	4

Big Ideas: Marshall A.c

The United States found itself increasingly involved in European affairs in the early 20th century. As an integral part of an ever-shifting global arena, the US was unable and unwilling to remain neutral. The US became involved in World War I first economically through the sale of weapons and war materials and then militarily as troops were sent to fight.

World War Two was caused by the instability of the Treaty of Versailles at the end of World War I, the growth of fascism in Europe and more specifically Nazism in Germany, the appeasement of aggressive dictators, and the global depression during the interwar period. The war was a global catastrophe with over 60 million people killed including over 11 million during the Nazi Holocaust. This war changed world economically, politically, socially, militarily and technologically; ushering in a new post-war era.

The conflicts of the 20th century shaped the current global political atmosphere through 50 years of Cold War, resulting in the current political, economic and

social conflicts that the world is still struggling with today.

Essential Questions: Marshall A.c, C.c

1. How and why did the United States shift away from isolationism at the beginning of the 20th Century?
2. Explain the causes of WW2 and its consequences on the global arena.
3. How did the conflicts of the 20th century wars shape the current global political atmosphere?

Assessments: Marshall A.d, D.c

- Formal and informal formative and summative assessments as determined by the teacher

Key Vocabulary

- Militarism, Alliances, Imperialism, Nationalism
- Allies and Axis Powers
- Fascism and Nazism
- The Cold War
- Containment, Domino Theory
- Anti-War Movements
- Client War
- War on Terror

Suggested Resources (CCSS Exemplar Texts in Bold)

The American Pageant

Chapter 32, p. 711 – 719 (from *Moralistic Diplomacy in Mexico* to the chapter's end)

Chapter 33, p. 722 – 744

Chapter 37 & 38

Chapter 39, p. 880 – 906

Chapter 40, p. 908 – 912 (from chapter's beginning through *"Ike" Takes Command*)

Chapter 40, p. 918 – 924 (from *A New Look in Foreign Policy* through *Cuba's Castroism Spells Communism*)

Chapter 41, p. 938 – 942 (from *Rumblings in Europe* through *Cuban Confrontations*)

Chapter 41, p. 952 – 958 (from *Combating Communism in Two Hemispheres* through *Victory for Nixon*)

Chapter 42, p. 966 – 969 (from *Nixon "Vietnamizes" the War* through *Nixon's Détente with Beijing & Moscow*)

Chapter 42, p. 973 (*Bombing North Vietnam to the Peace Table*)

Chapter 42, p. 975 – 976 (*The Secret Bombing of Cambodia & the War Powers Act*)

Chapter 42, p. 978 – 980 (from *The First Unelected President* through *Defeat in Vietnam*)

Chapter 43, p. 997 – 1000 (from *Reagan Renews the Cold War* through *Troubles Abroad*)

Chapter 43, p. 1005 – 1012 (from *George Bush & the End of the Cold War* through *Fighting "Operation Desert Storm"*)

Amistad Curriculum <http://njamistadcurriculum.org/>

New Jersey Commission on Holocaust Education <http://www.state.nj.us/education/holocaust/>

www.lexile.com

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 Wilson Reading
CROSS CURRICULUR RESOURCES		
The Amistad Commission's Literacy components http://njamistadcurriculum.net/history/commoncore/literature		
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm		
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY		
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	
Technology Infusion		
Grades 9-12 Smart Board Applications		

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others
Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.
Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

Grades 9-10 Students

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

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.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes