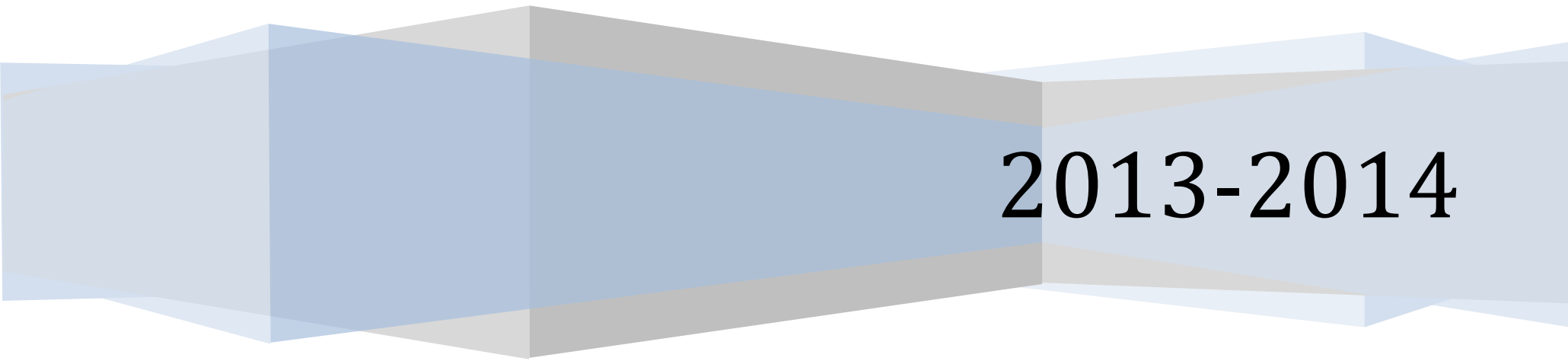


Montclair Public Schools

Social Studies

Curriculum Guide

US History II CGI Honors Grade 11



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 II Honors Unit: Marshall A.b

Subject	CGI US History II	Grade 11		Unit # 1		Pacing 10 weeks	
Unit	American Economic History: From the Colonies to the Civil War						
Overview							
<p>The Economics semester provides a range of topics, ideas, events, and themes for students to examine both for their philosophical points of view in connection with the historical context in which they occur. As a form of introduction to economic philosophies, Unit I of this semester-long study engages the students in philosophy, essays, and history with a range in points of view. Ultimately, the students will participate in an economic historical and philosophical public demonstration of learning where they will work in small groups to achieve an in-depth knowledge of an essential question regarding capitalism in American History. Their work will begin with individual tasks and extend from the group to the class and finally, to the community. The subject matter for this first unit focuses on an in-depth study of the nation’s history from the time period of colonial development and American Independence to the Civil War, through economics and economic policy perspectives. Throughout the coursework, the student should develop an appreciation for the pluralistic nature of American society and an awareness of the roles of women, African-Americans and other social/ethnic minorities in its history.</p> <p>The Social Studies curriculum reflects the knowledge, skills, attitudes and social participation to prepare students for their roles in the 21st Century.</p> <p>The major activities of this unit are: The Mercantilism Game, Federalist Papers Analysis, and The Research Paper.</p> <p>Lexile 1185L – 1385L</p>							
Standard #	NJCCCS			SLO #	Student Learning Objectives		Depth of Knowledge
6.1.12.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 and continue to affect rights throughout American history.		4
6.1.12.B.1.a	Relate regional geographic variations (e.g. climate, soil conditions, and other resources) to economic development in the new world.			2	Relate the geographic variations (e.g., climate, soil conditions, and other natural resources) of the various European colonial areas to economic developments in the New World.		3
6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.			3	Compare the ideas of finite world wealth, strict governmental economic control and favorable balances of trade with that of Smith’s concept of laissez-faire.		3
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6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.	4	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. Compare how these led to differences among the American colonies and future regions of the United States.	3
6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	5	Compare and contrast the economic arguments of Alexander Hamilton, as the leading Federalist, and Anti-Federalists during the ratification debates, assesses their relevance in the ratification process, their ongoing relevance in American history.	4
6.1.12.C.2.a	Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.	6	Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering, i.e. colonial debt and the issuance of currency.	4
6.1.12.C.2.b	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation	7	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation through analyzing the policies of Alexander Hamilton and Thomas Jefferson.	4
6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.	8	Relate events in Europe to the development of American trade and American foreign and domestic policies, e.g. Napoleonic Wars, Orders in Council, Berlin & Milan Decrees, The Embargo Act, and Macon's Bill No.2.	3
6.1.12.A.3.h	Analyze the various rationales provided as justification for slavery.	9	Analyze the various economic rationales provided as a justification for slavery prior to and throughout the rise of the Market Economy in Antebellum America.	3
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.	10	Assess the impact of Western settlement and the means by which individuals and businesses settled on the expansion of United States political boundaries.	4
6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	11	Analyze how technological developments in transportation, communication and labor for example, as well as inventions, transformed the American economy as well as regional and state economies, created international markets, and affected the environment.	3

6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	12	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals in both the North and South prior to the Civil War.	3
6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.	13	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives including those within specific regions, e.g. North, South, West, and the entire nation.	3
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	14	Explain how immigration in Antebellum America intensified ethnic and cultural conflicts, lead to new political and economic movements, and complicated the forging of a national identity.	3
6.3.12.C.1	Assess the role that economics played in enabling the North and South to wage war.	15	Assess the role that economics and the growth of the Market Economy played in enabling the North and South to wage war.	4
6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	16	Compare and contrast the immediate effects, i.e. the fall of an agricultural based economy and the end of slavery, and long-term effects, i.e. the expanded growth of big business, of the Civil War on the economies of the North and South.	3
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.1 112.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	4
CCSS.ELA-Literacy.RH.1 112.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	3
CCSS.ELA-Literacy.RH.1 112.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	4

CCSS.ELA-Literacy.RH.1 112.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	4
	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	4
CCSS.ELA-Literacy.RH.1 112.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	4
CCSS.ELA-Literacy.RH.1 1-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	7	Research, integrate and evaluate multiple print and digital sources of information such as books, articles, speeches, charts, and graphs to address and prove the students' individual theses.	4
CCSS.ELA-Literacy.RH.1 112.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	4
CCSS.ELA-Literacy.RH.1 112.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of the students' chosen theses, noting discrepancies among sources, utilizing those that prove the students' individual theses and refuting those that do not.	4
CCSS.ELA-Literacy.RH.1 112.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	4
CCSS.ELA-Literacy.WHS T.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	11	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	3

CCSS.ELA Literacy.WHS T.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	3
CCSS.ELA Literacy.WHS T.11-12.1c	Use words, phrases, and clauses as well as varied syntax 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 as well as varied syntax 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
CCSS.ELA- Literacy.WHS T.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	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
CCSS.ELA- Literacy.WHS T.11-12.1e	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
CCSS.ELA- Literacy.WHS T.11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	16	Introduce a topic and organize complex ideas, concepts, and information in a research paper outline so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics(economic historical figures, tables, & charts), and multimedia are utilized to reinforce, explain, and prove the students' individual theses.	4
CCSS.ELA Literacy.WHS T.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	17	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	4
CCSS.ELA Literacy.WHS T.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	18	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	3
CCSS.ELA Literacy.WHS T.11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	19	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of	3

			likely readers.	
CCSS.ELA Literacy.WHS T.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	20	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	3
CCSS.ELA- Literacy.WHS T.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	21	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	4
CCSS.ELA Literacy.WHS T.11-12.5	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.	22	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience	4
CCSS.ELA Literacy.WHS T.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	23	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	4
CCSS.ELA Literacy.WHS T.11-12.7	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.	24	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.WHS T.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	25	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	4
CCSS.ELA- Literacy.WHS T.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	26	Draw evidence from informational texts to support analysis, reflection, and research on the students' individual theses.	4

CCSS.ELA Literacy.WHS T.11-12.10	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	27	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

1. Analyze and compare the economic systems of mercantilism, capitalism, socialism, and communism.
2. Evaluate governmental economic decisions and their implications for society

Essential Questions: Marshall A.c, C.c

1. Which is the best economic system for the United States to operate under?
2. Does that choice of economic system change over time due to historical, political, or social factors?
3. How did the development and evolution of inventions and the internal infrastructure of the United States impact the nation and its economy?

Assessments: Marshall A.d, D.c

1. Assessment: The Research Paper: The Economic Cost of War • Essential Questions: What has been the economic cost of waging war for the United States in the 20th and 21st Centuries? How has it changed over time? • Assignment: Your Research Paper must include research and analysis of two of the wars below. In your analysis focus on the economic implications of the wars both prior to their beginnings and upon their conclusions, you may also want to include the political and social implications of the war. Some areas to consider include what sectors of society benefited from the war economically, as well as what sectors suffered economically (social programs, education, etc.). • CCSS.ELA-LITERACY.RH.11-12.7, SLO 7, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.2a, SLO 16, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.2d, SLO 19, DOK 3 • CCSS.ELA-LITERACY.WHST.11-2.4, SLO 21, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.8, SLO 25, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.9, SLO 26, DOK
2. Formal and informal formative and summative assessments as determined by the teacher
3. Common Benchmark as per district schedule

Key Vocabulary

- Economics

Suggested Resources

Schug, Mark C., and William C. Wood. *Economic Episodes in American History*. Morristown, NJ: Wohl Pub., 2011. Print. Chapters Assignments 1 Questions for Discussion 1-4, pg. 9 2 Questions for Discussion 1, 2, 4, pg. 17 5 Questions for Discussion 1-3, pg. 47 Questions for Discussion 2, pg. 50 6 Questions for Discussion 2, 3, 5, 6, pg. 55 Questions for Discussion 1-4, pg. 59 7 Questions for Discussion 1, 2, 5, pg. 66 **Bailey, Thomas Andrew, David M. Kennedy, and Lizabeth Cohen. *The American Pageant*. 11th ed. Boston: Houghton Mifflin, 1998. Print.** Chapters Pages Topics 4 64 – 80 Tobacco, Slavery, Bacon’s Rebellion, Salem Witch 5 82 – 92 Up To & Including Horse & Sailpower 7 121 – 140 Mercantilism, Acts, Boston Massacre, Boston Tea Party 9 166 – 187 Economic Consequences of Confederation & the Constitution 10 192 – 197 Hamilton’s Economic Plan 11 210 – 231 Jefferson, Excise Tax, Military \$, Barbary Pirates,

Louisiana Purchase, Embargo, Economic War w/UK, Madison & Trade, War Hawks, War of 1812

239 – 254	Begin w/Nascent Nationalism, American System, Panic of 1819, Era of Good Feelings, Westward Expansion, Oregon & Florida, Monroe Doctrine
257 – 259 262 – 264	“Nourishing the New Democracy” Section Tariff of Abominations up to “Whole Hog”
274 – 279 288 – 292	Tariffs, Southern Response, 2nd Bank of the US “Little Magician” up to “Two Part System”
297 – 327	Forging the National Economy, Immigration
360 – 371 374 – 378	South & Slavery up to “Early Abolitionism” “South Lashes Back” to end of Chapter
380 – 384 388 – 390	Manifest Destiny up to “Lone Star Shines Alone” “Polk” to “Misunderstandings w/Mexico”
402 – 403 414 – 415	“Californy Gold” “Pacific Railroads & the Gadsden Purchase”
428 – 429	“Financial Crash of 1857”
457 – 460	“Economic Stresses of War” to end of Chapter

DIFFERENTIATION	
Special Education	ELL
<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
DIFFERENTIATION	
ELL	RtI
	<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.fcr.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	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration

<p>Health Literacy Environmental Literacy</p>	<p>Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills</p>
<p>Technology Infusion</p>	
<p>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</p> <p>Grades 11-12 Students Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance</p>	
<p>Evidence of Student Learning</p>	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

Subject	CGI US History II Honors	Grade 11	Unit # 2	Pacing 10 weeks
Unit	American Economic History: From the Gilded Age to the Modern Era			
Overview				
<p>The Economics semester provides a range of topics, ideas, events, and themes for students to examine both for their philosophical points of view in connection with the historical context in which they occur. To continue to strengthen the understanding of economic philosophies, Unit 2 of this semester-long study further engages the students in philosophy, essays, and history with a range in points of view. Ultimately, the students will participate in an economic historical and philosophical public demonstration of learning where they will work in small groups to achieve an in-depth knowledge of an essential question regarding capitalism in American History. Their work will begin with individual tasks and extend from the group to the class and finally, to the community. The subject matter for this second unit focuses on an in-depth study of the nation's history from the post-Civil War era of the Gilded Age to the Modern Era, through economics and economic policy perspectives. Throughout the coursework, the students should develop an appreciation for the pluralistic nature of American society and an awareness of the roles of women, African-Americans and other social/ethnic minorities in its history.</p> <p>The Social Studies curriculum reflects the knowledge, skills, attitudes and social participation to prepare students for their roles in the 21st Century.</p> <p>The major activities of this unit are: Stock Market Game, New Deal Analysis, and The Economic Philosophy Presentation: The Links Between Economic and Political Freedom.</p> <p>Lexile 1185L – 1385L</p>				
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge
6.1.12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	1	Assess the impact of governmental efforts from the Gilded Age through the modern era to regulate industrial and financial systems in order to provide economic stability.	4
6.1.12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.	2	Analyze the economic practices of various business organizations and Robber Barrons regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.	4
6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	3	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals from the Gilded Age through the modern era.	4

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6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.	4	Evaluate the effectiveness of Progressive political, social, and economic reforms in preventing unfair business practices and political corruption and in promoting social justice.	4
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.	5	Relate government policies during the Roaring 20s to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.	3
6.1.12.A.9.a	Analyze how the actions and policies of the United States government contributed to the Great Depression.	6	Analyze how the actions and policies of the United States government during the Roaring 20s contributed to the Great Depression.	4
6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.	7	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression, focusing on the farmers of the Midwest.	3
6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.	8	Explain how government can adjust taxes, interest rates, and spending and use other fiscal and monetary policies to restore the country's economic health.	3
6.1.12.C.9.b	Explain how economic indicators are used to evaluate the health of the economy.	9	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.	3
6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.	10	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other crashes throughout US history, past and present.	3
6.1.12.A.10.b	Assess the effectiveness of governmental policies enacted during the New Deal period in protecting the welfare of individuals.	11	Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.	4
6.1.12.A.10.c	Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.	12	Evaluate the short- and long-term impact of the expanded role of government resulting from the New Deal on economic policy, capitalism, and society.	4
6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.	13	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression. Did they help, hinder, or have no net impact?	4
6.1.12.C.11.a	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic production.	14	Apply opportunity cost and trade-offs to evaluate the shift in economic resources from the production of domestic to military goods during World War II, and analyze the impact of the post-war shift back to domestic	4

			production. How significant was reconversion following WWII in avoiding a second Great Depression?	
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.	15	Evaluate the economic and political effectiveness of the Marshall Plan and regional alliances in the rebuilding of European nations in the post World War II period.	4
6.1.12.C.12.d	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.	16	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability in a post-Depression America.	4
6.1.12.B.13.a	Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.	17	Determine the factors, i.e. the rise of the middle class, Suburbs, White Flight, that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.	3
6.1.12.C.13.c	Determine the effectiveness of social legislation that was enacted to end poverty in the 1960s and today.	18	Determine the effectiveness of the Great Society social legislation that was enacted to end poverty in the 1960s and today.	3
6.1.12.C.14.a	Use economic indicators to evaluate the effectiveness of state and national fiscal and monetary policies.	19	Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.	4
6.1.12.C.14.b	Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy.	20	Judge to what extent government should, and constitutionally can, intervene at the local, state, and national levels on issues related to the economy.	4
6.1.12.C.14.c	Analyze economic trends, income distribution, labor participation, and government and consumer debt and their impact on society.	21	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.	4
6.1.12.C.15.a	Relate the role of America's dependence on foreign oil to its economy and foreign policy.	22	Relate the role of America's dependence on foreign oil to its economy and foreign policy and analyze how that relationship has changed since the 1970s.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.11.12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	4
CCSS.ELA-Literacy.RH.11.12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and	3

			ideas.	
CCSS.ELA-Literacy.RH.11 12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	4
CCSS.ELA-Literacy.RH.11 12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	4
CCSS.ELA-Literacy.RH.11 12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	4
CCSS.ELA-Literacy.RH.11 12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	4
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	7	Research, integrate and evaluate multiple print and digital sources of information such as books, articles, speeches, charts, and graphs to address and prove the students' individual theses.	4
CCSS.ELA-Literacy.RH.11 12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	4
CCSS.ELA-Literacy.RH.11 12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of the students' chosen theses, noting discrepancies among sources, utilizing those that prove the students' individual theses and refuting those that do not.	4
CCSS.ELA-Literacy.RH.11 12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	4
CCSS.ELA-Literacy.WHS T.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	11	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	3

CCSS.ELA Literacy.WHS T.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.	3
CCSS.ELA Literacy.WHS T.11-12.1c	Use words, phrases, and clauses as well as varied syntax 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 as well as varied syntax 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
CCSS.ELA- Literacy.WHS T.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	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
CCSS.ELA- Literacy.WHS T.11-12.1e	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
CCSS.ELA- Literacy.WHST .11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	16	Introduce a topic and organize complex ideas, concepts, and information in a research paper outline so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics(economic historical figures, tables, & charts), and multimedia are utilized to reinforce, explain, and prove the students’ individual theses.	4
CCSS.ELA Literacy.WHS T.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	17	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	4
CCSS.ELA Literacy.WHS T.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	18	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	3
CCSS.ELA Literacy.WHST .11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds	19	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a	3

	to the discipline and context as well as to the expertise of likely readers.		knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	
CCSS.ELA Literacy.WHS T.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	20	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	3
CCSS.ELA- Literacy.WHST .11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	21	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	4
CCSS.ELA Literacy.WHS T.11-12.5	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.	22	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience	4
CCSS.ELA Literacy.WHS T.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	23	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	4
CCSS.ELA Literacy.WHS T.11-12.7	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.	24	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 .11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	25	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	4
CCSS.ELA- Literacy.WHST .11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	26	Draw evidence from informational texts to support analysis, reflection, and research on the students' individual theses.	4

CCSS.ELA Literacy.WHS T.11-12.10	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	27	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				
<ol style="list-style-type: none"> 1. Analyze and compare the role of governments in economics. 2. Evaluate the growth of government and economics in 20th Century America. 				
Essential Questions: Marshall A.c, C.c				
<ol style="list-style-type: none"> 1. Which is the best economic system for the United States to operate under? 2. Does that choice of economic system change over time due to historical, political, or social factors? 3. How did the development and evolution of economic understanding and class struggle in the United States impact the nation and its economy? 				
Assessments: Marshall A.d, D.c				
<ol style="list-style-type: none"> 1. Assessment: Economic Philosophy Presentation: The Links Between Economic and Political Freedom • Each student is assigned an essential quote that must be supported or refuted using primary and secondary sources as evidence of his or her position and critiques that argue otherwise. • Assignment: Each student will write, submit, and give a four-minute presentation followed by six minutes of questions and answers. Students will be graded using the CGI Presentation Rubric. • CCSS.ELA-LITERACY.RH.11-12.7, SLO 7, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.2a, SLO 16, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.2d, SLO 19, DOK 3 • CCSS.ELA-LITERACY.WHST.11-2.4, SLO 21, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.8, SLO 25, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.9, SLO 26, DOK 2. Formal and informal formative and summative assessments as determined by the teacher 3. Common Benchmark as per district schedule 				
Key Vocabulary				
<ul style="list-style-type: none"> • Keynesian Economics • Conspicuous Consumption • Vertical & Horizontal Integration • Liberalism, Fiscal Policy, Monetary Policy • Fiscal • Trusts, Pools, Holding Companies • Liberalism 				
Suggested Resources				
Schug, Mark C., and William C. Wood. <i>Economic Episodes in American History</i> . Morristown, NJ: Wohl Pub., 2011. Print.				
Chapter	Assignments			

13	Questions for Discussion 1-3, pg. 127
14	Questions for Discussion 1-5, pg. 137 Questions for Discussion 1-3, pg. 139
15	Questions for Discussion 1, 2, 4, 5, pg. 148
16	Questions for Discussion 1, 2, 5, pg. 159
17	Questions for Discussion 1-3, pg. 167 Questions for Discussion 1-3, pg. 170
18	Questions for Discussion 1-5, pg. 179
19	Questions for Discussion 1-5, pg. 187
20	Questions for Discussion 1-5, pg. 197 Questions for Discussion 1-4, pg. 200
21	Questions for Discussion 5-6, pg. 207 Questions for Discussion 1-3, pg. 208
24	Questions for Discussion 1-4, pg. 240 Questions for Discussion 1-3, pg. 243
25	Read & Take Notes
27	Questions for Discussion 1, 6, 7, pg. 271
28	Questions for Discussion 2, 4, 5, pg. 281
29	Questions for Discussion 1-5, pg. 293 Questions for Discussion 1-3, pg. 295

Amistad Curriculum [http://njamistadcurriculum.org/
www.lexile.com](http://njamistadcurriculum.org/www.lexile.com)

Bailey, Thomas Andrew, David M. Kennedy, and Lizabeth Cohen. *The American Pageant*. 11th ed. Boston: Houghton Mifflin, 1998. Print.

Chapter _____ Pages _____ Topics _____

Part Four	510 – 511	“Forging an Industrial Society”
24	512 – 535	The Gilded Age
25	536 – 563	Industry Comes of Age, Labor
27	614 – 620	“Folding Frontier” to end of Chapter, The National Grange
28	623 – 639	Populists, Gold Shortages, Tariffs, Depression
31	682 – 700	The Progressive Era
32	707 – 711	“Wilson Tackles the Tariff” up to & including “New Directions in Foreign Policy”
33	726 – 731	“Nation’s Factories Go to War” up to & including “Forging a War Economy”
34	746 – 769	Roaring 20s, Immigration, Gangsters, Ford, Air Age, Radio, Hollywood, Wall Street
35	784 – 791	“Hoover’s 1 st Moves” up to “Japanese Attack China”
36	795 – 823	Depression & the New Deal
41	936 – 938 948 – 949	“New Frontier” to “Rumblings in Europe” The Great Society Congress
42	964 – 966 976 – 977 984 – 986 996 – 997 1002 – 1003	“Economy Stagnates in 1970s” “Arab Oil Embargo & Energy Crisis” “Carter Tackles the Ailing Economy” & “Carter’s Energy Woes” “The Battle of the Budget” “Reagan’s Economic Legacy”
43	1012 – 1017 1018 – 1019	“Bush on the Home Front” to the “Politics of Distrust” “Problems Abroad”
44	1024 – 1043	The American People Face a New Century

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.fcr.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	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration	

<p>Health Literacy Environmental Literacy</p>	<p>Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills</p>
<p>Technology Infusion</p>	
<p>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</p> <p>Grades 11-12 Students Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance</p>	
<p>Evidence of Student Learning</p>	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

Subject	CGI US History II Honors	Grade 11	Unit # 3	Pacing 10 weeks
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Unit **American Political History: From the Colonies through the Gilded Age**

Overview

The Politics semester provides a range of topics, ideas, events, and themes for students to examine both for their philosophical points of view in connection with the historical context in which they occur. As a form of introduction to political philosophies, this unit of this semester-long study engages the students in philosophy, essays, and history with a range in points of view. Ultimately, the students will participate in a political, historical, and philosophical public demonstration of learning where they will work individually as well as in small groups to achieve an in-depth knowledge of varying governments and their roles in American History. Their work will begin with individual tasks and extend from the group to the class and finally, to the community. The subject matter for this unit focuses on an in-depth study of the nation’s history from the American colonies through the Gilded Age, through politics and political policy perspectives. Throughout the coursework, the student should develop an appreciation for the pluralistic nature of American society and an awareness of the roles of women, African-Americans and other social/ethnic minorities in its history.

The Social Studies curriculum reflects the knowledge, skills, attitudes and social participation to prepare students for their roles in the 21st Century.

The major activities of this unit are: Enlightenment Philosophers Discussion, Supreme Court Analysis, and the Youtopia: Create Your Own Government Project.

Lexile 1185L – 1385L

Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge
6.1.12.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 in Colonial America.	4
6.1.12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.	2	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence, i.e. Ancient Greek and Enlightenment Philosophy, The Scientific Revolution, American Religious and Secular leaders.	4
6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.	3	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world to the	4

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			present era.	
6.1.12.A.2.c	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.	4	Compare and contrast state constitutions and state plans, including New Jersey's 1776 constitution and the NJ Plan, with the United States Constitution, and determine their impact on the development of American constitutional government.	3
6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	5	Compare and contrast the arguments of Federalists and Anti-Federalists, specifically Madison, Jay, and Hamilton, during the ratification debates, and assess their continuing relevance.	3
6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.	6	Explain how establishing judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.	3
6.1.12.A.2.f	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.	7	Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties. Trace the development of those parties.	4
6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	8	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. How has that changed over time?	4
6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	9	Evaluate the effectiveness of the Articles of Confederation and the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	4
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time.	10	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
6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	11	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during Antebellum America.	2
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	12	Judge the fairness and tactics of government treaties, policies, and actions that resulted in Native American migration and removal.	4

6.1.12.A.3.f	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period.	13	Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.	3
6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.	14	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices in Antebellum America.	3
6.1.12.D.3.c	Assess how states' rights and sectional interests influenced party politics and shaped national policies.	15	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.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.	16	Determine the impact of religious and social movements (i.e. Transcendentalism) on the development of American culture, literature, and art.	3
6.1.12.A.4.b	Analyze how ideas found in key documents contributed to demanding equality for all.	17	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
6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	18	Judge the effectiveness of the 13th, 14th, and 15th Reconstruction Amendments in obtaining citizenship and equality for African Americans immediately after the Civil War and beyond.	4
6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.	19	Analyze the impact of population shifts and migration patterns during the Reconstruction period. Asses the role of the carpetbagger.	4
6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.	20	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals. How may other proposed plans have fared?	4
6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	21	Relate conflicting political, economic, social, and Northern, Southern, and Western perspectives on Reconstruction to the resistance of some Southern individuals and states.	3
6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	22	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the continually developing relationship between the	4

			national and state governments.	
6.1.12.A.6.c	Relate the creation of African American advocacy organizations to United States Supreme Court decisions and state and local governmental policies.	23	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.	3
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.11.12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	4
CCSS.ELA-Literacy.RH.11.12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	3
CCSS.ELA-Literacy.RH.11.12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	4
CCSS.ELA-Literacy.RH.11.12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	4
CCSS.ELA-Literacy.RH.11.12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	4
CCSS.ELA-Literacy.RH.11.12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	4
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	7	Research, integrate and evaluate multiple print and digital sources of information such as books, articles, speeches, charts, and graphs to address and prove the students' individual theses.	4

CCSS.ELA-Literacy.RH.11.12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	4
CCSS.ELA-Literacy.RH.11.12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of the students' chosen theses, noting discrepancies among sources, utilizing those that prove the students' individual theses and refuting those that do not.	4
CCSS.ELA-Literacy.RH.11.12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	4
CCSS.ELA-Literacy.WHS T.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	11	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	3
CCSS.ELA Literacy.WHS T.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	3
CCSS.ELA Literacy.WHS T.11-12.1c	Use words, phrases, and clauses as well as varied syntax 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 as well as varied syntax 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
CCSS.ELA-Literacy.WHS T.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	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
CCSS.ELA-Literacy.WHS T.11-12.1e	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
CCSS.ELA-Literacy.WHST .11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g.,	16	Introduce a topic and organize complex ideas, concepts, and information in a research paper outline so that each new element builds on that which precedes it to create a	4

	headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.		unified whole; include formatting (e.g., headings), graphics(economic historical figures, tables, & charts), and multimedia are utilized to reinforce, explain, and prove the students' individual theses.	
CCSS.ELA Literacy.WHS T.11-12.2b	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	17	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	4
CCSS.ELA Literacy.WHS T.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	18	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	3
CCSS.ELA Literacy.WHST .11-12.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	19	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	3
CCSS.ELA Literacy.WHS T.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	20	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	3
CCSS.ELA- Literacy.WHST .11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	21	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	4
CCSS.ELA Literacy.WHS T.11-12.5	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.	22	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience	4
CCSS.ELA Literacy.WHS T.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	23	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	4
CCSS.ELA Literacy.WHS T.11-12.7	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.	24	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	4

			under investigation.	
CCSS.ELA-Literacy.WHST.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	25	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	4
CCSS.ELA-Literacy.WHST.11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	26	Draw evidence from informational texts to support analysis, reflection, and research on the students' individual theses.	4
CCSS.ELA-Literacy.WHS.T.11-12.10	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	27	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				
<ol style="list-style-type: none"> Analyze and compare the political systems of democracy, theocracy, monarchy, dictatorship, socialism, and communism. Evaluate governmental political decisions and their implications for society. 				
Essential Questions: Marshall A.c, C.c				
<ol style="list-style-type: none"> Which is the best political system for the United States to operate under? Does that choice of political system change over time due to historical, economic, political, or social factors? How did the development and evolution of the Supreme Court of the United States impact the nation? 				
Assessments: Marshall A.d, D.c				
<ol style="list-style-type: none"> Formal and informal formative and summative assessments as determined by the teacher Common Benchmark as per district schedule 				
Key Vocabulary				
<ul style="list-style-type: none"> Enlightenment Democracy 				

- Republic
- Separation of Powers
- Elastic Clause

Suggested Resources

Bailey, Thomas Andrew, David M. Kennedy, and Lizabeth Cohen. *The American Pageant*. 11th ed. Boston: Houghton Mifflin, 1998. Print.

Readings from The American Pageant

Chapter 9, pp. 166-187

Chapter 10, pp.189-208

Chapter 11, pp. 210-230

Chapter 13, pp. 256-272

Chapter 14, pp. 274-294

Chapter 19, pp. 406 (From Twilight of the Senatorial Giants)-419

Chapter 23. pp. 487-506

Chapter 24, pp. 512-535

Chapter 26, pp. 565-596

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	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration	

Health Literacy Environmental Literacy	Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills
Technology Infusion	
<p>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</p> <p>Grades 11-12 Students Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance</p>	
Evidence of Student Learning	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

Subject	CGI US History II Honors	Grade 11	Unit # 4	Pacing 10 weeks
Unit	American Political History: From the Turn of the 20th Century to the Modern Era			
Overview				
<p>The Politics semester provides a range of topics, ideas, events, and themes for students to examine both for their philosophical points of view in connection with the historical context in which they occur. The purpose of this unit is to provide students with an analytical perspective on the historical foundations and evolution of government & politics by presenting a survey from the Constitution through the present day. Ultimately, the students will participate in an economic historical and philosophical public demonstration of learning where they will work individually as well as in small groups to achieve an in-depth knowledge of the Constitution, the Bill of Rights, The Supreme Court and the place each has held throughout the last century and holds in modern America. Their work will begin with individual tasks and extend from the group to the class and finally, to the community. The subject matter for this unit focuses on an in-depth study of the nation's history throughout the 20th Century and today, through politics and political policy perspectives. Throughout the coursework, the student should develop an appreciation for the pluralistic nature of American society and an awareness of the roles of women, African-Americans and other social/ethnic minorities in its history.</p> <p>The Social Studies curriculum reflects the knowledge, skills, attitudes and social participation to prepare students for their roles in the 21st Century.</p> <p>The major activities of this unit are: Tradition vs. Modernity Discussion, Supreme Court Analysis, and the We the People Presentations.</p> <p>Lexile 1185L – 1385L</p>				
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge
6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.	1	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism throughout the 20 th Century.	3
6.1.12.A.8.c	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.	2	Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations beginning in the 1920s and throughout the 20 th Century.	3
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.	3	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, Latin America and current conflicts.	4

6.1.12.D.12.b	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.	4	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties in post WWII America.	4
6.1.12.A.13.c	Determine the extent to which changes in national policy after 1965 impacted immigration to New Jersey and the United States.	5	Determine the extent to which more open changes in national policy after 1965 impacted immigration to New Jersey and the United States.	3
6.1.12.A.14.a	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.	6	Evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power throughout the 20th Century.	4
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.	7	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies throughout the 20th Century.	4
6.1.12.A.14.c	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.	8	Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups. How has it changed throughout the last century?	4
6.1.12.A.14.d	Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.	9	Analyze the conflicting ideologies and actions of political parties, i.e. modern Democrats and Republicans, regarding spending priorities, the role of government in the economy, and social reforms.	4
6.1.12.A.14.e	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern.	10	Evaluate the effectiveness and fairness of the process by which national, state, and local officials are elected and vote on issues of public concern. How has it changed throughout the last century?	4
6.1.12.A.14.f	Determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.	11	Determine the extent to which nongovernmental organizations (NGOs), special interest groups, third party political groups, and the media affect public policy. Assess their impact.	4
6.1.12.A.14.g	Analyze the impact of community groups and state policies that strive to increase the youth vote.	12	Analyze the impact of community groups and state policies that strive to increase the youth vote (i.e., distribution of voter registration forms in high schools).	4
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.	13	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security. How has it changed throughout the last century and today?	4

6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.	14	Evaluate the impact of individual, business, and government decisions and actions on the environment and environmental policy, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.	4
6.1.12.B.14.d	Analyze the use of eminent domain in New Jersey and the United States from a variety of perspectives.	15	Analyze the use of eminent domain in New Jersey, Montclair specifically, and the United States from a variety of perspectives.	4
6.1.12.A.16.a	Determine the impact of media and technology on world politics during this time period.	16	Determine the impact of media and technology on world politics during the 20 th Century and today.	3
6.1.12.A.16.b	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.	17	Analyze Supreme Court Decisions and Congressional efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.11.12.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	4
CCSS.ELA-Literacy.RH.11.12.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	3
CCSS.ELA-Literacy.RH.11.12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	4
CCSS.ELA-Literacy.RH.11.12.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).	4
CCSS.ELA-Literacy.RH.11.12.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	4

CCSS.ELA-Literacy.RH.11 12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	4
CCSS.ELA-Literacy.RH.11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	7	Research, integrate and evaluate multiple print and digital sources of information such as books, articles, speeches, charts, and graphs to address and prove the students' individual theses.	4
CCSS.ELA-Literacy.RH.11 12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	4
CCSS.ELA-Literacy.RH.11 12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of the students' chosen theses, noting discrepancies among sources, utilizing those that prove the students' individual theses and refuting those that do not.	4
CCSS.ELA-Literacy.RH.11 12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	4
CCSS.ELA-Literacy.WHS T.11-12.1a	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	11	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.	3
CCSS.ELA-Literacy.WHS T.11-12.1b	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.	3
CCSS.ELA-Literacy.WHS T.11-12.1c	Use words, phrases, and clauses as well as varied syntax 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 as well as varied syntax 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
CCSS.ELA-Literacy.WHS	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which	14	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the	3

T.11-12.1d	they are writing.		discipline in which they are writing.	
CCSS.ELA-Literacy.WHS T.11-12.1e	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
CCSS.ELA-Literacy.WHST .11-12.2a	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.	16	Introduce a topic and organize complex ideas, concepts, and information in a research paper outline so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics(economic historical figures, tables, & charts), and multimedia are utilized to reinforce, explain, and prove the students' individual theses.	4
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CCSS.ELA Literacy.WHS T.11-12.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	18	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	3
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CCSS.ELA Literacy.WHS T.11-12.2e	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	20	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	3
CCSS.ELA-Literacy.WHST .11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	21	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	4
CCSS.ELA Literacy.WHS T.11-12.5	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.	22	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for specific purpose and audience	4

CCSS.ELA Literacy.WHS T.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	23	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	4
CCSS.ELA Literacy.WHS T.11-12.7	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.	24	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 .11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	25	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	4
CCSS.ELA- Literacy.WHST .11-12.9	Draw evidence from informational texts to support analysis, reflection, and research.	26	Draw evidence from informational texts to support analysis, reflection, and research on the students' individual theses.	4
CCSS.ELA Literacy.WHS T.11-12.10	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	27	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

1. Analyze the changing nature of political parties.
2. Discuss the changing formal and informal relationship between the presidency and Congress.

Essential Questions: Marshall A.c, C.c

1. How does the development and evolution of the Supreme Court of the United States continue to impact the nation?
2. What have been the successes and failures of presidential administrations?
3. How important are midterm and presidential elections?

Assessments: Marshall A.d, D.c

1. We the People: Simulated Congressional Hearing • What are the historical and philosophical foundations of the American Constitution and the American constitutional system; and of democratic citizenry? • The students will simulate a congressional hearing where they will respond (before

congress) to a pre-set prompt related to their topic. This prompt is designed to require students to perform a significant amount of research so to completely and comprehensively answer the question. The initial response will consist of a 4-minute speech presentation. This will be followed by a 6-minute question and answer period, where the teacher will ask both clarifying and follow-up questions to further the conversation. The presentations will assess the student's knowledge and application of American constitutional topics and history as well as current constitutional issues. Students will be graded using the CGI Presentation Rubric. • CCSS.ELA-LITERACY.RH.11-12.7, SLO 7, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.2a, SLO 16, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.2d, SLO 19, DOK 3 • CCSS.ELA-LITERACY.WHST.11-2.4, SLO 21, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.8, SLO 25, DOK 4 • CCSS.ELA-LITERACY.WHST.11-12.9, SLO 26, DOK

2. Formal and informal formative and summative assessments as determined by the teacher
3. Common Benchmark as per district schedule

Key Vocabulary

- Separate but Equal
- Political Scandal
- Interim Election
- Tradition, Modernity
- Executive Privilege

Suggested Resources

Bailey, Thomas Andrew, David M. Kennedy, and Lizabeth Cohen. *The American Pageant*. 11th ed. Boston: Houghton Mifflin, 1998. Print.

Readings from *The American Pageant*

- Chapter 34, pp. 746-769
- Chapter 35, pp. 771-793
- Chapter 39, pp. 880-905
- Chapter 40, pp. 908-927
- Chapter 41, pp. 936-960
- Chapter 42, pp. 964-988
- Chapter 43, pp. 990–1020

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

Lexile 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 CURRICULAR 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	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration	

<p>Health Literacy Environmental Literacy</p>	<p>Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills</p>
<p>Technology Infusion</p>	
<p>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</p> <p>Grades 11-12 Students Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance</p>	
<p>Evidence of Student Learning</p>	
<ul style="list-style-type: none"> • Common benchmark • Evaluation rubrics • Self-reflections • Teacher-student conferences • Students' published pieces • Unit tests/Projects • Quizzes 	

