

**NJCCCS AREA : Social Studies  
North Brunswick Township Public Schools**

**United States History I Honors**

**Acknowledgements**

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**Approved by Donna Johnson, Ed.D, Supervisor of Social Studies**

**Date: September 2009**

**Board Adoption\_\_\_\_\_**

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**New Jersey Core Curriculum Content Standard Area: US I Honors**

**US I Honors: Imperial Breakdown, 1763-1774**

**Grade: 10**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time location, distance, relationship and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>Is America a land of opportunity?</p>	<p>Analyze the acts passed by the British Parliament that provoked American colonists between 1763 and 1774. Describe the arguments justifying the separation of the colonies from Great Britain.</p> <p>Assess the birth of American democracy.</p>	<p>* Making charts listing the acts, years, descriptions and reactions</p> <p>* Discussion of most important event.</p> <p>*Create newsmagazines from English and Colonists perspectives.</p> <p>Materials: textbook</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Teacher observations Chart activity Student project Class participation Homework</p> <p>Summative: Classroom quiz</p> <p>Benchmark: Midterm Exam</p>	<p>1 week</p>

<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time location, distance, relationship and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>Is America a land of opportunity?</p>	<p>Analyze the cause and effects of the Boston Massacre.</p> <p>Examine the significance of the First Continental Congress and the cause/effect of Lexington and Concord conflicts.</p>	<p>* Discussion of events and analysis of colonial propaganda</p> <p>Materials: textbook, Paul Revere's print of the Boston Massacre, Videos: <u>Founding Fathers</u> and /or <u>John Adams Series</u></p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Teacher observations Class participation Homework</p> <p>Summative: Unit Test</p> <p>Benchmark: Midterm Exam</p>	<p>1 week</p>
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**New Jersey Core Curriculum Content Standard Area: US I Honors**

**US I Honors: The War for Independence, 1774-1783**

**Grade: 10**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>What impact has New Jersey made on American history?</p>	<p>Investigate the chief campaigns and battles of the Revolutionary War, particularly those fought in New Jersey. Appreciate the contributions of women, African-Americans, and Europeans to the American cause during the war. Focus on the role of NJ battles; Princeton, Monmouth, Morristown etc.</p>	<p>* Class discussion/activity * Given a map of the thirteen colonies, students will identify the major engagements of the war and the military strategies employed. * Create a battle chart that includes dates, locations, figures and outcomes.</p> <p>Materials: Textbook Outline maps Video: <a href="#">The Patriot</a></p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Teacher observations Class participation Homework Battle chart Map work</p> <p>Summative: Unit Test</p> <p>Benchmark: Midterm Exam</p>	<p>1 week</p>
<p>6.2.12</p> <p>An understanding of the historical foundations and underlying values and principles of</p>	<p>Prioritize the principles stated in the preamble to the Declaration of Independence. Discuss how the Declaration of</p>	<p>*Primary source activity: Analyze the Declaration of Independence in either cooperative pairs or groups.</p> <p>Materials: textbook</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL</p>	<p>Formative Open-ended question assignment Teacher observations Class participation</p>	<p>1-2 days</p>

<p>American democracy prepares learners to make informed , responsible decisions as citizens and to value participation as citizens of the nation and the world.</p> <p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time location, distance, relationship and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>How have the basic Values and principles of American democracy changed and in what ways have they been preserved?</p>	<p>Independence embodies the concepts of natural rights philosophy, republicanism, and constitutional government.</p>	<p>students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>			
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**New Jersey Core Curriculum Content Standard Area:**

**US I Honors**

**US I Honors: The First Republic, 1776-1789**

**Grade: 10**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.2.12</p> <p>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed , responsible decisions as citizens and to value participation as citizens of the nation and the world.</p> <p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time location, distance, relationship and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>Why do rules, laws and government not always preserve individual rights and the common good? What can be done about it?</p>	<p>Explain the rationale behind the creation of the Articles of Confederation. Describe the problems of the United States under the Articles of Confederation. Investigate why there was a need for change.</p>	<p>*Class discussion/ activity</p> <p>*Students are presented several situations that the Congress under the Articles of Confederation will determine what they can do based on their powers.</p> <p>Materials: textbook, supplement resources</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p>	<p>Formative: Homework Problem-solving group work Teacher observations Class participation</p> <p>Summative: Unit Test</p> <p>Benchmark: Midterm Exam</p>	<p>1-2 days</p>

			Printout of teacher made notes and/or slides.		
<p>6.2.12 6.4.12 6.1.12 How does the government established by the Constitution embody the purposes, values and principles of the American dream?</p>	<p>Explain the roles of the Judiciary, the Legislature, and the Executive branches of the federal government. Analyze the difficulty in compromising at the Constitution Convention.</p> <p>Examine the Bill of Rights and identify the basic freedoms guaranteed by the first ten amendments. Debate the rationale for their inclusion.</p>	<p>* Class discussion/ activity * Role play a mock Constitutional Convention emphasizing the struggle between big and small states power. * Analyze sections of the Constitution and the implication of the Bill of Rights.</p> <p>Materials: textbook, Supplemental resources</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p>	<p>Formative: Homework Problem-solving group work Teacher observations Class participation</p> <p>Summative: Unit Test</p> <p>Benchmark: Midterm Exam</p>	1-2 weeks



			One-on-one assistance. Modified tests, quizzes projects & alternate assignments. Printout of teacher made notes and/or slides.		
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Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time location, distance, relationship and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>Is it likely that the US will remain world superpower in the 21<sup>st</sup> century? Why or why not?</p>	<p>Evaluate how President Washington shaped the future of the US foreign and domestic policy.</p> <p>Analyze the foreign, domestic and political challenges Adams faced as president.</p> <p>Examine the controversy and outcome of the 1800 presidential election. Discuss why election outcomes are still critical today.</p>	<p>*Class discussions / activity</p> <p>Students will analyze the challenges both Washington and Adams faced such as the Whiskey Rebellion, creation of the National Bank, foreign and Native American relations, formation of political parties and the Alien &amp; Sedition Acts</p> <p>Materials: textbook, supplemental resources, Video: <a href="#">John Adams Series</a> and/or <a href="#">The Presidents</a>.</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Board work Homework Open-ended question assignment Teacher observations Class participation</p> <p>Summative: Unit Test</p> <p>Benchmark: Midterm Exam</p>	<p>2 weeks</p>

**New Jersey Core Curriculum Content Standard Area: US I Honors**

**US I Honors: The Triumph and Collapse of Jeffersonian Republicanism, 1800- 1824**

**Grade: 10**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Is it likely that the US will remain world superpower in the 21<sup>st</sup> century? Why or why not?</p>	<p>Judge Jefferson’s political philosophy and his effectiveness as president.</p> <p>Explain the significance of the Louisiana Purchase and the controversies surrounding it.</p> <p>Identify the sequence of events that led to the War of 1812 and how it brought about a growing spirit of nationalism.</p>	<p>*Class discussion / activity</p> <p>Compare maps of the United States pre-Louisiana Purchase and post-Louisiana Purchase. Analyze the accomplishments of the Lewis and Clark expedition.</p> <p>* Students analyze key events of the war that shaped our nation: attack on Washington DC, Battle at Fort McHenry, Battle of New Orleans and Andrew Jackson.</p> <p>* Read and interpret the Monroe Doctrine</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Board work Homework Teacher observations Class participation Open-ended question assignment Project</p> <p>Summative: Unit Test Benchmark: Midterm Exam</p>	<p>2-3 weeks</p>

	<p>Discuss the significance of the Monroe Doctrine and its relevance today.</p>	<p>Materials: textbook, supplemental resources, videos: <u>Lewis and Clark, First Invasion-War of 1812, The Presidents</u></p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p>	<p>Formative: Board work Homework Teacher observations Class participation Open-ended question assignment Project</p> <p>Summative: Unit Test Benchmark: Midterm Exam</p>

			<p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>		
<p>6.2.12</p> <p>An understanding of the historical foundations and underlying values and principles of American democracy prepares learners to make informed , responsible decisions as citizens and to value participation as citizens of the nation and the world.</p> <p>How does the government established by the Constitution embody the purposes, values and principles of the American dream?</p>	<p>Analyze the impact of the Missouri Compromise and other decisions made in the Marshall Court.</p>	<p>Jigsaw activity on Marshall court decisions: <i>Marbury v. Madison</i>, <i>McCullough v. Maryland</i> and <i>Gibbons v. Ogden</i></p> <p>Materials: supplemental resources</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Board work Homework Teacher observations Class participation Open-ended question assignment Project</p> <p>Summative: Unit Test Benchmark: Midterm Exam</p>	

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**New Jersey Core Curriculum Content Standard Area: US I Honors**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>How can a society as diverse as the US ever fairly balance majority rule with minority rights?</p>	<p>Identify and justify the changes in the electoral system between 1800 and 1830. Examine the battle over the National Bank and the results of the conflict.</p> <p>Assess the power struggle between the Executive Branch and the Judicial Branch with respect to the controversy over Indian resettlement.</p>	<p>*Class discussion / activity</p> <p>Interpret the presidential elections of 1824 and 1828. As well as make comparisons to the 2000 election.</p> <p>Examine how protective tariff laws raised the issue of states’ rights.</p> <p>Interpret the decision of the <i>Worcester v. Georgia</i> Case.</p> <p>Analyze the development of political parties such as the Democrats, Whigs etc.</p> <p>Materials: textbook, Supplemental resources, Video: <a href="#">Jackson Years - Toward Civil War</a> or <a href="#">The Presidents: Andrew Jackson</a></p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Board work Homework Open-ended question assignment Teacher observations Class participation Jackson Paper</p> <p>Benchmark: Final Exam</p>	<p>2 weeks</p>

**New Jersey Core Curriculum Content Standard Area:**

**US I Honors**

**US I Honors: The Antebellum Era, 1815-1850**

**Grade: 10**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>6.1.12</p> <p>The development of social studies skills enables learners to apply the concept of time location, distance, relationship and points of view to the study of contemporary and past peoples, places, issues and events.</p> <p>Is America a land of opportunity?</p>	<p>Verify the impact of mass production, transportation and new inventions on the Industrial revolution .</p> <p>Identify characteristics and leaders of reform movements in education, women’s rights, and in the care of the mentally ill and retarded. Evaluate the need for equality.</p>	<p>*Class discussion / activity Debate work conditions, hours and wages in an 1830 textile.</p> <p>Cooperative activity: class divided into 4 groups; mentally ill, education, religious revivals, women’s rights. Determine founders/leaders, purpose, outcomes of each.</p> <p>Materials: Textbook , Supplemental resources</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Board work Homework Data chart Group work Teacher observations Class participation</p> <p>Summative: Unit Test</p> <p>Benchmark: Final Exam</p>	<p>2-3 days</p>



<p>6.4.12 The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Why does racial prejudice still exist?</p>	<p>Examine slavery in America through the perspective of slave narratives. Identify people and events that shaped the Abolition Movement.</p>	<p>*Class discussion / activity Debate: Pros / Cons of slavery expansion. Analyze various slave narratives .</p> <p>Materials: Textbook , Supplemental resources, Video: <a href="#">The Underground Railroad</a></p>			1-2 weeks

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Why does racial prejudice still exist?</p>	<p>Evaluate the term “Manifest Destiny” and explain how this idea influenced American actions in the 1840’s.</p> <p>Examine the Mexican American War: its causes, controversies, and results.</p> <p>Debate the positions on the issue of the extension of slavery and the ultimate failure of the compromise process.</p>	<p>*Class discussion / activity</p> <p>Identify westward trails, the people that traveled them and why.</p> <p>Complete data chart on key people in the Texas rebellion.</p> <p>Analyze the causes and results of the Mexican War.</p> <p>Discuss the ramifications of the Supreme Court’s decision on the Dred Scott case. Explain the significance of Bleeding Kansas, the emergence of the Republican Party and the impact of the 1860 election.</p> <p>Materials: Outline Map, textbook , supplemental resource, Video: <a href="#">The Alamo</a> and/or <a href="#">The Presidents: Polk to Buchanan</a>.</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Board work Homework Data chart Map work Teacher observations Class participation</p> <p>Summative: Unit Test</p> <p>Benchmark: Final Exam</p>	<p>1-2 weeks</p>

**New Jersey Core Curriculum Content Standard Area: US I Honors**

**US I Honors: The Civil War, 1861-1865**

**Grade: 10**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Is it likely that the US will remain world superpower in the 21<sup>st</sup> century? Why or why not?</p>	<p>Analyze the changes in styles of warfare that developed in the Civil War. Construct a comprehensive account of military strategies during the course of the war. What effect will Civil War technology have on future wars?</p>	<p>* Class discussion/activity Students analyze the changing nature of warfare. Students research specific battles, generals and their outcomes. Hold a mock impeachment trial of Lincoln. Write a paper on some aspect of the war.</p> <p>Materials: Textbook , supplemental resources, Videos: <u>Ken Burns: The Civil War</u> and/or <u>Gods and Generals</u> and/or <u>Gettysburg</u> and/or <u>Glory</u></p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Board work Homework Data chart Map work Teacher observations Class participation Paper Trial</p> <p>Summative: Unit Test</p> <p>Benchmark: Final Exam</p>	<p>2-3 weeks</p>

**New Jersey Core Curriculum Content Standard Area:**

**US I Honors**

**US I Honors: Reconstruction, 1865-1877**

**Grade: 10**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12 The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>Why does racial prejudice still exist?</p>	<p>Compare and contrast the Lincoln-Johnson plan with the radical plan for Reconstruction. Explain why impeachment proceedings against President Johnson took place and what their result was. Predict the effects of “Jim Crow” laws and the Supreme Courts’ Plessy v. Ferguson decision.</p>	<p>*Class discussion/activity Debate: the struggle between Southern Democrats and Northern Republicans over Reconstruction. Analyze the election of 1876 and the Compromise of 1877.</p> <p>Materials: Textbook , Supplemental resources, Video: <a href="#">Ku Klux Klan - Invisible Empire</a></p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p>	<p>Formative: Board work Homework Teacher observations Class participation</p> <p>Summative: Unit Test</p> <p>Benchmark: Final Exam</p>	<p>1 week</p>

			Printout of teacher made notes and/or slides.		
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**New Jersey Core Curriculum Content Standard Area: US I Honors**

**US I Honors: Transforming the West, 1865 – 1900**

**Grade: 10**

<b>Essential Question NJCCC Standard</b>	<b>NJCCCS – Skills/Objectives/ Areas of Focus</b>	<b>Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity</b>	<b>Modifications ESL / Special Education Academic Support/ G&amp;T</b>	<b>Assessments Formative Summative Benchmarks</b>	<b>PACIN</b>
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>How can a society as diverse as the US ever fairly balance majority rule with minority rights?</p>	<p>Analyze the roles of miners, ranchers, and farmers in transforming the land and the economy of the “old West”. Evaluate how US policy towards the Indians changed as white settlers moved westward. Debate the continued injustice towards minorities by the government.</p>	<p>*Class discussion /activity Cause and Effect chart of Custer’s Last Stand and the Battle at Wounded Knee. Construct a concept web on “Government support for settlement” and the Homestead Act of 1862.</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p>	<p>Formative: Board work Homework Teacher observations Class participation</p> <p>Summative: quiz</p> <p>Benchmark: Final Exam</p>	<p>2-3 days</p>

			<p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	
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**New Jersey Core Curriculum Content Standard Area: US I Honors**

**US I Honors: Industry, Politics and Immigrants, 1870-1900**

**Grade: 10**

<b>Essential Question</b> NJCCC Standard	<b>NJCCCS –</b> Skills/Objectives/ Areas of Focus	<b>Instructional Strategies</b> Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	<b>Modifications</b> ESL / Special Education Academic Support/ G&T	<b>Assessments</b> Formative Summative Benchmarks	<b>PACIN</b>
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>How have my family’s heritage and traditions influenced my current family life?</p>	<p>Determine the achievements of leaders in business, labor and technology in America as well as New Jersey during the period of 1870-1900. Explain how the growth of “big business” led to the development of labor unions.</p> <p>Investigate the movement to restrict immigration, particularly the undesirables. Identify</p>	<p>* Class discussion/activity</p> <p>Identify Rockefeller, Carnegie and Morgan as well as the need for the Knights of Labor, and the rise of Samuel Gompers and the AFL.</p> <p>Analyze the pros and cons of immigration to the United States.</p> <p>Identify Boss Tweed and analyze the political cartoons of Thomas Nast.</p> <p>Materials: textbook, Supplemental resources,</p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written</p>	<p>Formative: Board work Homework Open-ended question Teacher observations Class participation</p> <p>Summative: Unit test</p> <p>Benchmark: Final Exam</p>	1-2weeks

	<p>problems that stimulated reform between 1880 and 1900. Judge the role of bosses and political machines in controlling city government.</p>	<p>Video: <u>Empires of Industries</u></p>	<p>directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>		
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**New Jersey Core Curriculum Content Standard Area:**

**US I Honors**

**US I Honors: The Progressive Era, 1900-1917**

**Grade: 10**

Essential Question NJCCC Standard	NJCCCS – Skills/Objectives/ Areas of Focus	Instructional Strategies Activities/ Materials / Technology Interdisciplinary Connections Cultural Diversity	Modifications ESL / Special Education Academic Support/ G&T	Assessments Formative Summative Benchmarks	PACIN
<p>6.4.12</p> <p>The study of US and NJ history enables learners to see the interrelationship between past and present and to view current state and national issues with an historical perspective that informs both thinking and action.</p> <p>How can a society as diverse as the US ever fairly balance majority rule with minority rights?</p>	<p>Assess progressive efforts to reform state government, protect workers, and reform elections.</p> <p>Identify the muckrakers and their methods to educate and reform society.</p> <p>Verify the Progressive Movements under the presidential administrations of Theodore Roosevelt, William Taft and Woodrow Wilson.</p>	<p>* Class discussion/activity</p> <p>Complete chart that focuses on various Muckrakers, their goal, methods used to bring attention to the problem and impact on politics and societal changes.</p> <p>Examine a portion of Upton Sinclair's' <u>The Jungle</u></p> <p>Create a timeline progressive legislation under TR, Taft and Wilson. Determine whether their reform goals were successful or not.</p> <p>Materials: Textbook , Supplemental resources, Video: <u>The Presidents</u></p>	<p>Differentiate instruction and assessment as needed to accommodate learners</p> <p>Translate material for ESL students when possible</p> <p>Work closely with ICS teachers to address the needs of IEP students</p> <p>Extra reinforcement of classroom oral or written directions</p> <p>Extra time for extended projects.</p> <p>Modifications of assessment tools to more objective formatting.</p> <p>Preferential seating.</p> <p>Extended time on tests and quizzes.</p> <p>One-on-one assistance.</p> <p>Modified tests, quizzes projects &amp; alternate assignments.</p> <p>Printout of teacher made notes and/or slides.</p>	<p>Formative: Board work Homework Open-ended question Teacher observations Class participation</p> <p>Summative: Quiz</p> <p>Benchmark: Final Exam</p>	<p>1-2 weeks</p>



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