



## Social Studies Department

### New Jersey and Local History

**Developed By:** Alicia Michalek and Joe Dwyer

**Effective Date:** Fall 2022

#### Scope and Sequence

Month	Unit Number	Unit Name
January	<a href="#">Unit 1</a>	Immigration, Culture, and New Jersey
February	<a href="#">Unit 2</a>	Colonial New Jersey
March	<a href="#">Unit 3</a>	New Jersey Government
April	<a href="#">Unit 4</a>	War and New Jersey
May	<a href="#">Unit 5</a>	Industry and New Jersey
June		Final Project

Unit 1

## Immigration, Culture, and New Jersey (Intro Unit)

### Summary and Rationale

This unit will emphasize the factors that have been most influential in determining the contemporary character of New Jersey. Students will explore immigration patterns and how immigrant groups created a diverse population with varying religions, language and cultures. After looking at statewide patterns the unit will focus on Nutley's development and culture. First students will consider varying groups who settled the area around Nutley before considering at current day Nutley demographics.

### Recommended Pacing

3 Weeks

### Standards

NJSLS ([SEE HERE](#))

6.1.12.EconEM.2.c:	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.GeoHE.5.a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.
6.1.12.HistoryCC.8.a	Make evidence-based inferences to explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
6.1.12.GeoPP.13.b	Use quantitative data and other sources to describe the extent to which changes in national policy impacted immigration to New Jersey and the United States after 1965.
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans
6.1.12.HistoryUP.13.a	Determine the extent to which suburban living and television supported

	conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement.
6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
CCSS-ELA - Literacy in History/Social Sciences	
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.
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.
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.
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 a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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.
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.
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.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
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.
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.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.11-12.1.A	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 claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.W.11-12.1.C	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.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) <a href="#">SEE HERE</a>	
ID.9-12.2	I know my family history and cultural background and can describe how my own identity is informed and shaped by my membership in multiple identity groups.
ID.9-12.3	I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.
ID.9-12.4	I express pride and confidence in my identity without perceiving or treating anyone else as inferior.
ID.9-12.5	I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.
DI.9-12.6	I interact comfortably and respectfully with all people, whether they are similar to or different from me.
DI.9-12.7	I have the language and knowledge to accurately and respectfully describe how people (including myself ) are both similar to and different from each other and others in their identity groups.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<b>Instructional Focus</b>	
<b>Theme (If Applicable) → Culture</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>

<ul style="list-style-type: none"> <li>• Historical sources and evidence provide an understanding of different points of view about historical events.</li> <li>• Determining the validity of sources is critical to analyzing historic events.</li> <li>• Historical claims and arguments are based on multiple sources.</li> <li>• Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> </ul>	<p>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p> <p>How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?</p>
<p><b>Unit Inquiry Question(s) →</b>          What factors have been most influential in determining the character of New Jersey today?          In what ways do immigrants shape culture?</p>	
<p><b>Objectives (SLO)</b></p>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>• Students will examine immigration patterns in New Jersey</li> <li>• Students will be able to determine the ways in which immigrants shape New Jersey culture.</li> <li>• Students will examine the impact of immigrants on Nutley’s culture.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Students will describe historical events from multiple perspectives</li> <li>• Students will support arguments with historical evidence drawn from primary and secondary sources.</li> <li>• Students will place historical arguments into a larger scholarly narrative.</li> <li>• Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.</li> <li>• Students will access appropriate primary and secondary sources.</li> <li>• Students will assess the reliability of sources and evaluate their content.</li> <li>• Students will use sources to contextualize historical events and describe change over time</li> <li>• Students will apply their skills to diverse areas and time periods of study.             <ul style="list-style-type: none"> <li>• Students will utilize the crucial vocabulary of</li> </ul> </li> </ul>

political, social, intellectual, and economic history.

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- To be added during draft year.

Resources (ie - DBQ Project or specific textbooks or databases):

Maxine N. Lurie, ed. *A New Jersey Anthology* (Rivergate Publishers, 2010).

<https://jerseyhistory.org/curriculum-materials/>

<http://www.nutleyhistoricalsociety.org/Nutley-New-Jersey-News-History-Archives.html>

<https://njdigitalhighway.org/>

<https://www.migrationpolicy.org/data/state-profiles/state/demographics/NJ>

<https://www.pewresearch.org/topic/immigration-migration/immigration-issues/>

<https://www.statueofliberty.org/ellis-island/>

<https://www.nytimes.com/2014/10/05/nyregion/an-exhibition-about-immigrants-in-hoboken.html>

<https://www.pbs.org/show/italian-americans/>

<https://libguides.rutgers.edu/newark>

Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

### **General Modifications:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### **MLL:**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE  
“Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### **Gifted and Talented**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

### **504/Special Education -**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments

- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>



## Unit 2

### Colonial New Jersey

#### Summary and Rationale

This unit will build upon the initial understanding of the peopling of New Jersey and Nutley while delving more deeply into New Jersey's colonial foundations. Students will gain an understanding of New Jersey's colonial settlement. The unit will focus on the role religious groups played in settling the colony, and look at the political liberties that were guaranteed by the colony. For the local focus, students will research and visit local historic homes with connections to colonial settlement, land use, and labor systems (including slavery).

#### Recommended Pacing

3 Weeks

#### Standards

NJSLS ([SEE HERE](#))

6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
---------------------	--

6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British government structure to fit their ideas of individual rights, economic growth, and participatory government.
---------------------	--

CCSS-ELA - Literacy in History/Social Sciences

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.
------------------------------	---

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.
------------------------------	--

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.
------------------------------	--

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 a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
------------------------------	---

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.
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.
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.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
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.
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.
<b>CCSS-ELA - Writing</b>	
CCSS.ELA-LITERACY.W.11-12.1.A	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 claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.C	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.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
<b>Instructional Focus</b>	
<b>Theme (If Applicable) → Colonial Foundings and Government</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>

<p>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</p> <p>Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</p> <p>Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time</p> <p>Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</p>	<p>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p> <p>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p>
<p><b>Unit Inquiry Question(s) →</b></p> <p>How and why are American ideals, such as equality, liberty and consent of the governed, embodied in key historic documents?</p> <p>What was the extent and nature of religious and political liberties that were guaranteed by colonial governments to their citizens?</p>	
<p><b>Objectives (SLO)</b></p>	
<p>Students will know:</p> <ul style="list-style-type: none"> <li>● Students will understand the settlement of colonial New Jersey</li> <li>● Students will understand the impact of geography on the settlement of New Jersey.</li> <li>● Students will examine the role of religion in colonial New Jersey.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Students will describe historical events from multiple perspectives</li> <li>● Students will support arguments with historical evidence drawn from primary and secondary sources.</li> <li>● Students will place historical arguments into a larger scholarly narrative.</li> <li>● Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.</li> <li>● Students will access appropriate primary and secondary sources.</li> <li>● Students will assess the reliability of sources and</li> </ul>

evaluate their content.

- Students will use sources to contextualize historical events and describe change over time
- Students will apply their skills to diverse areas and time periods of study.
- Students will utilize the crucial vocabulary of political, social, intellectual, and economic history

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- To be added during draft year.

Resources (ie - DBQ Project or specific textbooks or databases):

Maxine N. Lurie, ed. *A New Jersey Anthology* (Rivergate Publishers, 2010).

<https://jerseyhistory.org/curriculum-materials/>

<http://www.nutleyhistoricalsociety.org/Nutley-New-Jersey-News-History-Archives.html>

<https://njdigitalhighway.org/>

<https://www.kingslandmanornutley.org/>

Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

### **General Modifications:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### **MLL:**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE  
“Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### **Gifted and Talented**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

### **504/Special Education -**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments

- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Government and New Jersey

### Summary and Rationale

This unit will focus on how New Jersey government policy impacts individuals and groups of citizens. Students will look at the New Jersey State Constitution and New Jersey slave codes to determine the evolving status of slavery in the state from the colonial era through full abolition of the institution. The unit will also look at the rise of political machines in the state and determine how political machines impacted the everyday lives of individuals. On a local level students will be able to look at the structure of Nutley's government in order to determine how local policy is made and how citizens can impact their local communities.

### Recommended Pacing

3 Weeks

### Standards

NJSLS ([SEE HERE](#))

6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
6.1.12.CivicsDP.5.a	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.CivicsPI.13.a	Craft an argument as to the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey's laws in eliminating segregation and discrimination.
6.1.12.HistoryCC.13.c	Determine the impetus for the Civil Rights Movement and generate an evidence-based argument that evaluates the federal actions taken to ensure civil rights for African Americans
6.1.12.CivicsPI.14.a	Draw from multiple perspectives to evaluate the effectiveness and fairness of the processes by which local, state, and national officials are elected.
6.1.12.GeoHE.14.a	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government

	policies and agencies in New Jersey and the United States in addressing these decisions.
6.1.12.HistorySE.14.c	Analyze the use of eminent domain in New Jersey and the United States from the perspective of local, state, and the federal government as it relates to the economy.
CCSS-ELA - Literacy in History/Social Sciences	
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.
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.
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.
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 a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
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.
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.
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.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
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.
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.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.11-12.1.A	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 claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.



CCSS.ELA-LITERACY.W.11-12.1.C	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.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) <a href="#">SEE HERE</a>	
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<b>Instructional Focus</b>	
<b>Theme (If Applicable) →</b>	
<b>Enduring Understandings:</b>	<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>• Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</li> <li>• Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.</li> <li>• Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time.</li> <li>• Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</li> <li>• Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.</li> </ul>	<p>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</p> <p>How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</p>

• Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.

• Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

• Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.

• Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.

• Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.

An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.

**Unit Inquiry Question(s) → How has the constitutional framework in New Jersey changed over time?**

**How effective were the legislative reforms of the Progressive Era in controlling political corruption?**

**Objectives (SLO)**

Students will know:

- Students will understand the basic structure of New Jersey's government
- Students will examine how government policy impacts individuals across the state of New Jersey
- Students will examine the history of slavery in New Jersey
- Students will look at how political machines came to power and their impact on citizens
- Students will know how their local government functions.

Students will be able to:

- Students will describe historical events from multiple perspectives
- Students will support arguments with historical evidence drawn from primary and secondary sources.
- Students will place historical arguments into a larger scholarly narrative.

- Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.
- Students will access appropriate primary and secondary sources.
- Students will assess the reliability of sources and evaluate their content.
- Students will use sources to contextualize historical events and describe change over time
- Students will apply their skills to diverse areas and time periods of study.
  - Students will utilize the crucial vocabulary of political, social, intellectual, and economic history

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- To be added during draft year.

Resources (ie - DBQ Project or specific textbooks or databases):

Maxine N. Lurie, ed. *A New Jersey Anthology* (Rivergate Publishers, 2010).

<https://jerseyhistory.org/curriculum-materials/>

<http://www.nutleyhistoricalsociety.org/Nutley-New-Jersey-News-History-Archives.html>

<https://njdigitalhighway.org/>

[https://www.montclair.edu/anthropology/wp-content/uploads/sites/36/2021/06/Slavery-in-New-Jersey-Literature-Review-Appendix-B-Slave-Codes\\_Remediated.pdf](https://www.montclair.edu/anthropology/wp-content/uploads/sites/36/2021/06/Slavery-in-New-Jersey-Literature-Review-Appendix-B-Slave-Codes_Remediated.pdf)

<https://nj.gov/state/historical/his-2021-juneteenth.shtml>

<http://fas-history.rutgers.edu/clemens/NJLaw/slaverypage.html>

<https://www.nj.gov/state/archives/doc13thamendment.html>

Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

### **General Modifications:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### **MLL:**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE  
“Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### **Gifted and Talented**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests

- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

#### **504/Special Education -**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>

## Unit 4

### War and New Jersey

#### Summary and Rationale

This unit will provide students with a window into the participation of New Jersey and Nutley residents in major American conflicts over time. The unit will approach war in New Jersey by first considering the ways that individuals in the state and town participated and also the ways that the conflicts impacted the state and local community. The American Revolution will serve as the groundwork for this unit as both New Jersey and Nutley were at the center of the conflict. From here, students will consider similarities and differences between New Jersey and Nutley's participation in conflicts that might include the Civil War, World War I, World War II, Korean War, Vietnam War, and the Global War on Terror.

#### Recommended Pacing

3 Weeks

#### Standards

NJSLS ([SEE HERE](#))

6.1.12.HistoryCA.  
11.a

Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.

CCSS-ELA - Literacy in History/Social Sciences

CCSS.ELA-  
LITERACY.RH.1  
1-12.1

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.

CCSS.ELA-  
LITERACY.RH.1

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.

1-12.2	
CCSS.ELA-LITERACY.RH.1 1-12.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
CCSS.ELA-LITERACY.RH.1 1-12.4	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 a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
CCSS.ELA-LITERACY.RH.1 1-12.5	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.
CCSS.ELA-LITERACY.RH.1 1-12.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
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.
CCSS.ELA-LITERACY.RH.1 1-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
CCSS.ELA-LITERACY.RH.1 1-12.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
CCSS.ELA-LITERACY.RH.1 1-12.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.11 -12.1.A	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 claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11 -12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11 -12.1.C	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.
CCSS.ELA-LITERACY.W.11 -12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.	
Social Justice Standards (As Applicable) <a href="#">SEE HERE</a>		
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.	
Career Readiness, Life Literacies, and Key Skills		
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).	
<b>Instructional Focus</b>		
<b>Theme (If Applicable) →</b>		
<b>Enduring Understandings:</b>		<b>Essential Question(s):</b>
<ul style="list-style-type: none"> <li>Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international levels.</li> </ul>		<ul style="list-style-type: none"> <li>How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> </ul>
<b>Unit Inquiry Question(s) → Describe the social and economic impacts of war on New Jersey.</b>		
<b>Objectives (SLO)</b>		



Students will know:

- Students will look at New Jersey's participation in major conflicts over time.
- Students will know how participation in wars impacted New Jersey as a whole and Nutley at a local level.
- Students will access local accounts of participation in wars ranging from the Revolution through modern day.

Students will be able to:

Students will describe historical events from multiple perspectives

- Students will support arguments with historical evidence drawn from primary and secondary sources.
- Students will place historical arguments into a larger scholarly narrative.
- Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.
- Students will access appropriate primary and secondary sources.
- Students will assess the reliability of sources and evaluate their content.
- Students will use sources to contextualize historical events and describe change over time
- Students will apply their skills to diverse areas and time periods of study.
  - Students will utilize the crucial vocabulary of political, social, intellectual, and economic history

**Assessment**

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

## Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- To be added during draft year.

Resources (ie - DBQ Project or specific textbooks or databases):

Maxine N. Lurie, ed. *A New Jersey Anthology* (Rivergate Publishers, 2010).

<https://jerseyhistory.org/curriculum-materials/>

[Nutley Historical Society](#)

<https://njdigitalhighway.org/>

[Battleship NJ](#)

[NJ Revolutionary War Grave](#)

Technology Tools:

- Chromebooks
- LCD Projectors

## Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

### **General Modifications:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### **MLL:**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.

- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE  
“Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

#### Gifted and Talented

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

#### **504/Special Education -**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments
- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings

- Speech to Text
- Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at:

<https://www.nj.gov/education/standards/clicks/>

## Unit 5

### Industry and New Jersey

#### Summary and Rationale

This unit will focus on New Jersey's history as an industrial state starting with the planning and development of the City of Paterson. Students will look at how workers eventually looked for better conditions and pay during the Silk Strike. The unit will also look at how Thomas Edison transformed the state with his factories in Menlo Park allowing for the development of technology and industry in the state. Throughout these time periods students will also consider the evolution of industry in

Nutley, from the colonial period through the Cold War.

### Recommended Pacing

3 Weeks

### Standards

NJSLS ([SEE HERE](#))

6.1.12.HistoryCC.6.b	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
----------------------	--

6.1.12.HistoryCA.11.a	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
-----------------------	--

6.1.12.EconEM.14.a	Relate the changing manufacturing, service, science, and technology industries and educational opportunities to the economy and social dynamics in New Jersey.
--------------------	--

### CCSS-ELA - Literacy in History/Social Sciences

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.
------------------------------	---

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.
------------------------------	--

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.
------------------------------	--

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 a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
------------------------------	---

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.
------------------------------	---

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.
------------------------------	---

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.
CCSS.ELA-LITERACY.RH.11-12.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
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.
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.
CCSS-ELA - Writing	
CCSS.ELA-LITERACY.W.11-12.1.A	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 claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.C	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.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
Social Justice Standards (As Applicable) <a href="#">SEE HERE</a>	
JU.9-12.15	I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
DI.9-12.8	I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.
Career Readiness, Life Literacies, and Key Skills	
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

## Instructional Focus

**Theme (If Applicable) →**

**Enduring Understandings:**

- Resources impact what is produced and employment opportunities.
  - The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.
  - Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.
- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Incentives influence what is distributed and produced in a market system.

**Essential Question(s):**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**Unit Inquiry Question(s) → In what ways did technological advancements transform New Jersey's economy?**

**Objectives (SLO)**

Students will know:

- Students will examine the history of New Jersey as an industrial state
- Students will describe how workers bargained for better working conditions
- Students will understand how Thomas Edison transformed the state's industry
- Students will examine the evolution of industry in Nutley

Students will be able to:

- Students will describe historical events from multiple perspectives
- Students will support arguments with historical evidence drawn from primary and secondary sources.
- Students will place historical arguments into a larger scholarly narrative.
- Students will demonstrate the ability to distinguish between appropriate and inappropriate source materials.
- Students will access appropriate primary and

secondary sources.

- Students will assess the reliability of sources and evaluate their content.
- Students will use sources to contextualize historical events and describe change over time
- Students will apply their skills to diverse areas and time periods of study.
  - Students will utilize the crucial vocabulary of political, social, intellectual, and economic history

### Assessment

- Exit Tickets
- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations

### Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

- To be added during draft year.

Resources (ie - DBQ Project or specific textbooks or databases):

<https://jerseyhistory.org/curriculum-materials/>

<http://www.nutleyhistoricalsociety.org/Nutley-New-Jersey-News-History-Archives.html>

<https://njdigitalhighway.org/>

<https://edisondigital.rutgers.edu/>

Technology Tools:

- Chromebooks
- LCD Projectors

### Tier 1 Modifications and Accommodations

*Including special education students, Multilingual Language Learners (MLLs), students at risk of school failure, gifted and talented students, and students with 504 plans;*



Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and needs of individual students.

### **General Modifications:**

- Focus on building relationships in the classroom.
- Control the stressors for the student and manage alternate pathways for completion of assignments.
- Provide feedback utilizing a growth mindset and praise what is done correctly based upon effort, attitude and strategy.
- Boost engagement with material by providing opportunities of differentiation, group work and alternative assignments/assessments where appropriate.

### **MLL:**

- Provide additional wait time for student responses to questions to allow students the ability to undergo the process of translation between languages, composition of response and attempted response.
- Simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase to allow ELL students to hear the sentence and try to comprehend it.
- Rephrase idioms and teach their meanings as when learning a new language, translations are often very literal. IE  
“Take a stab at it.” Ensure students understand what is meant.
- Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading questions about the main idea and offer help utilizing key words.
- Allow the use of Google Translate where appropriate.

### **Gifted and Talented**

Utilize differentiation in the areas of acceleration, enrichment, and grouping. Examples include, but are not limited to:

- interdisciplinary and problem-based assignments with planned scope and sequence
- advance, accelerated, or compacted content
- abstract and advanced higher-level thinking
- allowance for individual student interests
- assignments geared to development in areas of affect, creativity, cognition, and research skills
- complex, in-depth assignments
- diverse enrichment that broadens learning
- variety in types of resources
- internships, mentorships and independent study where applicable

### **504/Special Education -**

Modifications and accommodations must be aligned to the stated plan and uphold expectations of the plan lawfully. Every student requires a different set of accommodations based upon need. Examples specific to science practice include, but are not limited to:

- Group assignments
- Use of scribe
- Additional time and separate room for test taking
- Additional time for in-class assignments

- Computer with voice output, spelling and grammar checker
- Preferential Seating
- Assignments in electronic format
- Individualized instruction
- Use High Interest materials
- Modeling
- Provide Immediate Feedback
- Relate learning to real life situations when possible
- Use proximity changes about the room to keep students focused
- Offer a printed copy or copy of teacher notes
- Allow for spelling and grammar errors
- Offer individual help throughout the lesson
- Differentiated Instruction/Readings
- Speech to Text
- Modified Readings and Primary Source documents

### Career Readiness, Life Literacies, and Key Skills Practices

*Please select all standards that apply to this unit of study:*

- Act as a responsible and contributing community members and employee
- Attend to financial well-being
- Consider the environmental, social and economic impacts of decisions
- Demonstrate creativity and innovation
- Utilize critical thinking to make sense of problems and persevere in solving them
- Model integrity, ethical leadership and effective management
- Plan education and career paths aligned to personal goals
- Use technology to enhance productivity increase collaboration and communicate effectively
- Work productively in teams while using cultural/global competence

Suggestions on integrating these standards can be found at: <https://www.nj.gov/education/standards/clicks/>