Social Studies Department

The American Experiment-Nutley High School

Developed By: Steven Herget and Joe Dwyer
Effective Date: Fall 2025

Scope and Sequence - Half-Year Course

Month	Unit Number	Unit Name
September/January-February	1. 2.	1. The Idea of America – Ideals vs. Reality 2. Indigenous Peoples and the Legacy of Colonization
October/February	3. 4.	3. Immigration and the Making of a Nation 4. Slavery, Emancipation, and the Long Struggle for Equality
November/March	5.	5. Industrialization, Urbanization, and Social Change
December/April	6.	6. War, Identity, and Citizenship
January-February /May-June	7. 8.	7. Social Movements and Expanding Rights 8. The American Experiment Today – Challenges and Possibilities

Unit 1

The Idea of America – Ideals vs. Reality

Summary and Rationale

Explore the founding principles of the United States and the tensions between ideals (liberty, equality, democracy) and lived experiences.

Recommended Pacing

2 Weeks

Standards

NJSLS (SEE HERE)	
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
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.
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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	Evaluate authors' differing points of view on the same historical event or issue by assessing

.RH.11-12.6	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.
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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.
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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) SEE HERE	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.
Instructional Focus	
Theme (If Applicable) →	

Enduring Understandings:	**Essential Question(s):**
• 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. • Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. • Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. • Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. • To better understand the historical perspective, one must consider historical context.	• What did the founders envision for the new nation? • Who was included in "We the People," and who was left out? • How have American ideals been interpreted and challenged over time?
Unit Inquiry Question(s) →	
Objectives (SLO)	
Students will know: • The concept of "American exceptionalism" and how it shapes national identity. • The core values and principles outlined in key historical documents (e.g., the Declaration of Independence, the U.S. Constitution, the Bill of Rights). • The ideals of liberty, freedom, equality, democracy, and justice as foundational principles. • The philosophical origins of American ideals, influenced by Enlightenment thinkers (e.g., John Locke, Montesquieu, Rousseau). • The historical context of the American Revolution and the founding of the nation. • The gap between American ideals and historical realities, including slavery, segregation, and racial inequality. • The treatment of Indigenous peoples and the conflict over land, rights, and sovereignty. • Gender inequality and the struggle for women's rights.	Students will be able to: • Evaluate key historical documents (e.g., the Declaration of Independence, the Constitution) to understand the ideals presented by the founders. • Compare these ideals to historical events and outcomes (e.g., slavery, Native American displacement) to identify contradictions. • Analyze the tension between American ideals and historical realities. • Discuss the roles of different groups (e.g., African Americans, Native Americans, women, immigrants) in shaping the American story. • Investigate the historical and contemporary challenges in achieving American ideals, including researching social movements, landmark court cases, and key figures in U.S. history. • Compare U.S. ideals with the realities of other nations' political systems and histories. • Write persuasive essays or reports that argue whether the U.S. has successfully fulfilled its

● The impact of immigration policies and the treatment of immigrant groups throughout American history. ● The historical tension between states' rights and federal authority. ● Different interpretations of the "American Dream" and whether it is attainable for all groups. ● Economic inequality and access to opportunity in the U.S. ● The role of race, class, and gender in shaping people's experiences of the American Dream.	foundational ideals, using evidence from history, current events, and social movements. ● Develop a position on how America should address its ongoing contradictions between ideals and reality. ● Assess the role and impact of key social movements in addressing America's failings in relation to its ideals (e.g., the Civil Rights Movement, LGBTQ+ rights movements, Indigenous rights). ● Evaluate the strategies used by activists and movements to promote change and align reality with ideals. ● Reflect on their own understanding of what it means to be an American and whether the ideals of freedom, democracy, and equality apply to all people in the U.S. ● Participate in discussions that explore the American Dream from diverse perspectives (e.g., based on race, class, gender, or immigration status) ● Discuss modern-day issues (e.g., income inequality, police reform, voting rights) and their relation to America's foundational ideals. ● Suggest ways in which the U.S. could better align its reality with the ideals set forth in its founding documents.

Assessment

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

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

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

Technology Tools:

- Chromebooks

- LCD Projectors

Modifications

Special Education-

Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.

● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .

ML-

● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading

Gifted and Talented-

● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Active Citizenship in the 21st Century (By the end of Grade 12)

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

- ❏ Act as a responsible and contributing citizen and employee.
- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental social and economics impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ 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.
- ❏ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 2

Indigenous Peoples and the Legacy of Colonization

Summary and Rationale

Examine the impact of colonization on Native American nations and their resilience in the face of displacement and cultural erasure.

Recommended Pacing

2 Weeks

Standards

NJSLS (SEE HERE)	
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
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CCSS.ELA-LITERACY	Cite specific textual evidence to support analysis of primary and secondary sources,

.RH.11-12.1	connecting insights gained from specific details to an understanding of the text as a whole.
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Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	**Essential Question(s):**
● 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. ● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. ● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● To better understand the historical perspective, one must consider historical context.	● How did colonization disrupt Indigenous life, culture, and land? ● In what ways have Native communities resisted assimilation and preserved their identities? ● How do historical policies continue to shape Native American experiences today?

Unit Inquiry Question(s) →

Objectives (SLO)

Students will know:	Students will be able to:
● The diverse cultures, societies, and civilizations of Native American tribes before European colonization (e.g., the Iroquois Confederacy, the Cherokee, the Navajo, the Sioux, the Pueblo). ● The complex political systems, economic practices, languages, and spiritual beliefs of Indigenous peoples.	● Examine and interpret historical documents such as treaties, speeches by Indigenous leaders, and government policies to understand the relationship between Indigenous peoples and colonial powers. ● Analyze primary sources related to the experiences of Indigenous people during colonization (e.g., letters, diary entries, oral histories).

● The impact of geography on Indigenous cultures and how Native Americans adapted to different environments (e.g., nomadic tribes, farming communities, and oceanic cultures). ● The timeline of European exploration and colonization of the Americas, beginning with Christopher Columbus' arrival in 1492 and continuing through the 18th and 19th centuries. ● The concept of terra nullius (the idea that the land was "empty" and could be claimed by colonizers) and its role in justifying European expansion. ● The role of key figures in early colonization (e.g., John Smith, Hernán Cortés, and other explorers). ● The various colonial powers in the Americas (e.g., the Spanish, French, British, Dutch) and their differing approaches to Indigenous relations. ● The devastating effects of European diseases (e.g., smallpox, influenza) on Indigenous populations, which led to mass death and disruption of societies. ● The violent conflicts between Indigenous peoples and European settlers (e.g., the Pequot War, King Philip's War, the Trail of Tears). ● The system of forced removal and relocation of Indigenous peoples (e.g., the Indian Removal Act of 1830, the Trail of Tears). ● The concept of "cultural genocide" and the destruction of Indigenous languages, spiritual practices, and cultural institutions. ● The role of treaties between Indigenous nations and the U.S. government, many of which were broken or violated (e.g., the Treaty of Greenville, the Treaty of Fort Laramie). ● The concept of reservation systems, and the legal and political status of Indigenous lands and peoples. ● The role of the Bureau of Indian Affairs and policies such as assimilation and allotment (e.g., the Dawes Act of 1887). ● Contemporary challenges faced by Indigenous communities, including poverty, access to healthcare, education, and legal recognition.	● Evaluate the long-term effects of colonization on Indigenous societies, including changes in governance, social structures, economies, and cultural practices. ● Assess the impact of specific historical events on Indigenous populations (e.g., the Trail of Tears, the Indian Removal Act, the forced assimilation policies of the late 19th century). ● Participate in class discussions about the legacies of colonization and how it continues to affect Indigenous communities today. ● Debate the ethical implications of U.S. government policies towards Native American peoples, both historically and in contemporary times. ● Discuss the relationship between Indigenous sovereignty and the U.S. legal and political system, and how Indigenous communities continue to advocate for justice and rights. ● Conduct research on the history, culture, and contemporary issues facing specific Indigenous groups and present findings to the class (e.g., a report on the history of the Navajo Nation or the Iroquois Confederacy). ● Compare the treatment and experiences of Indigenous people in different parts of the Americas and the policies of various European colonial powers. ● Critically assess how the history of Indigenous peoples has been represented in textbooks, media, and popular culture. ● Reflect on the role of the dominant culture in perpetuating stereotypes of Indigenous peoples and the importance of Indigenous voices in historical scholarship. ● Develop an informed, empathetic understanding of the diverse experiences of Indigenous peoples in the face of colonization and modern struggles. ● Reflect on the complexities of Indigenous identity, considering factors such as tribal affiliation, cultural heritage, and the importance of land and spiritual connection.

- The ongoing struggle for land rights, sovereignty, and self-determination (e.g., Standing Rock protests, the case of the Black Hills).
- The role of Indigenous activists and leaders in advocating for rights and justice (e.g., Wilma Mankiller, Russell Means, Deb Haaland).
- The cultural renaissance in Native communities, including language revitalization, arts, and cultural pride movements.
- The legacy of colonization in modern society, including stereotypes, misrepresentation, and the challenges of historical trauma.
- The relationship between Indigenous peoples and the U.S. legal system, including landmark Supreme Court cases such as Worcester v. Georgia (1832) and the Indian Civil Rights Act of 1968.
- The impact of American colonialism on Indigenous ways of life and how contemporary Indigenous groups resist and reclaim their history and land.

Assessment

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- ❑ Model integrity, ethical leadership, and effective management.
- ❑ Plan education and career paths aligned to personal goals.
- ❑ Use technology to enhance productivity.
- ❑ Work productively in teams while using cultural global competence.

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Unit 3
Immigration and the Making of a Nation
Summary and Rationale

Trace the waves of immigration to the U.S., focusing on push-pull factors, contributions, and experiences of discrimination.

Recommended Pacing

2 Weeks

Standards

NJSLS (SEE HERE)	
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
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.CivicsPI.14.d	Use primary sources representing multiple perspectives and data to determine the effectiveness of the federal government in addressing health care, income equality, and immigration.
6.1.12.GeoPP.14.a	Use data and other evidence to determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.HistoryUP.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
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DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	**Essential Question(s):**
● 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. ● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. ● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● To better understand the historical perspective, one must consider historical context.	● What factors drove different immigrant groups to come to the U.S. during various eras? ● How were immigrants received, and how did they adapt? ● How have immigration policies reflected changing national priorities and attitudes

Unit Inquiry Question(s) →

Objectives (SLO)

Students will know:	Students will be able to:
● Key waves of immigration to America, including European, Asian, and Latin American immigration, and how these waves have shaped the nation's growth. ● The development of U.S. immigration laws such as the Chinese Exclusion Act, the Immigration and Nationality Act of 1965, and more contemporary issues like DACA and border control policies. ● The social, political, and economic reasons that motivate people to leave their home countries (push factors) and why they are drawn to the United States (pull factors). ● The concept of the "American Dream" and how it has influenced immigrants' hopes and	● Review and interpret historical documents, such as immigration records, political speeches, and laws, to understand the evolution of immigration in the U.S. ● Engage in debates about the pros and cons of immigration policies, weighing issues of national security, human rights, and economic impact. ● Investigate the history and experiences of specific immigrant groups (e.g., Irish, Chinese, Latino) and present their contributions to American society. ● Compare the experiences of different immigrant groups across historical periods and analyze how immigration laws and social attitudes have changed over time.

opportunities in the U.S., as well as the challenges they face in pursuing it. ● The significant role immigrants have played in shaping American culture, economy, and identity through labor, innovation, arts, and more.	● Develop a deeper understanding of the immigrant experience by simulating the journey of an immigrant or analyzing personal narratives and testimonies from immigrant communities.

Assessment

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- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

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

Technology Tools:
- Chromebooks
- LCD Projectors

Modifications

Special Education-
Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.
● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
● Highlight text/ visual presentation.
● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .
ML-
● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading
Gifted and Talented-
● Advance, accelerate, or compact content

● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Active Citizenship in the 21st Century (By the end of Grade 12)

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

- ❑ Act as a responsible and contributing citizen and employee.
- ❑ Apply appropriate academic and technical skills.
- ❑ Attend to personal health and financial well being.
- ❑ Communicate clearly and effectively and with reason.
- ❑ Consider the environmental social and economics impacts of decisions.
- ❑ Demonstrate creativity and innovation.
- ❑ Employ valid and reliable research strategies.
- ❑ 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.
- ❑ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 4	
Slavery, Emancipation, and the Long Struggle for Equality	
Summary and Rationale	
Investigate the institution of slavery, its abolition, and the ongoing fight for civil rights and racial justice.	
Recommended Pacing	
2 Weeks	
Standards	
NJSLS (SEE HERE)	
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
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.HistoryCC.8.c	Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.HistoryUP.11.a	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.CivicsDP.13.a	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.HistoryCC.13.a	Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.
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.
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) SEE HERE	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	**Essential Question(s):**
• Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly	• How did slavery shape the economy and society of the United States? • What were the successes and failures of Reconstruction?

expressed in fundamental documents, values, laws, and practices. ● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. ● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● To better understand the historical perspective, one must consider historical context.	● How have African Americans fought for equality throughout U.S. history?
Unit Inquiry Question(s) →	
Objectives (SLO)	
Students will know: ● The origins and expansion of slavery in the American colonies, including the economic, social, and political factors that sustained the institution. ● Important events and figures leading to the abolition of slavery, including the Missouri Compromise, the Underground Railroad, and the Emancipation Proclamation. ● The connection between the Civil War and the end of slavery, and the impact of the war on enslaved people, particularly the significance of the 13th Amendment. ● The Reconstruction period after the Civil War, including the passage of the 14th and 15th Amendments, the rise of Black Codes, and the eventual abandonment of Reconstruction policies. ● The continuation of racial inequality after slavery, including the rise of Jim Crow laws, the Civil Rights Movement, and ongoing challenges to achieve racial equality.	Students will be able to: ● Examine and interpret primary sources such as slave narratives, abolitionist writings, and historical documents (e.g., the Emancipation Proclamation) to understand the lived experiences of enslaved individuals. ● Assess how the Civil War shifted the national conversation about slavery and its abolition, and analyze key turning points such as Lincoln's views on slavery over time. ● Engage in debates on the successes and failures of Reconstruction policies, considering both the short-term and long-term effects on Black Americans. ● Investigate and present on the roles of figures like Frederick Douglass, Harriet Tubman, and Sojourner Truth, exploring their contributions to the abolitionist movement. ● Make connections between the historical roots of slavery and ongoing issues of racial inequality in modern America, such as voter suppression, economic disparities, and systemic racism.
Assessment	

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

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

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

Technology Tools:
- Chromebooks
- LCD Projectors

Modifications

Special Education-
Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.
● Allow additional time for skill mastery.
● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
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● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .
ML-
● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading
Gifted and Talented-
● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills
504-
Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.
● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents
At Risk-
● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.

● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives
For a full list of Accommodations and Modifications, please click here.

Active Citizenship in the 21st Century (By the end of Grade 12)

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

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- ❏ Apply appropriate academic and technical skills.
- ❏ Attend to personal health and financial well being.
- ❏ Communicate clearly and effectively and with reason.
- ❏ Consider the environmental social and economics impacts of decisions.
- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ 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.
- ❏ Work productively in teams while using cultural global competence.

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Unit 5

Industrialization, Urbanization, and Social Change

Summary and Rationale

Study how industrial growth and urbanization transformed the U.S., including the lives of workers, immigrants, and marginalized communities.

Recommended Pacing

2 Weeks

Standards

NJSLS (SEE HERE)

6.1.12.HistoryCC.6.a	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.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals
6.1.12.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.EconEM.5.a	Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.HistoryCC.5.a	Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.
6.1.12.GeoHE.6.a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.EconNE.6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
6.1.12.HistoryUP.9.a	Analyze the impact of the Great Depression on the American family and ethnic and racial minorities.
6.1.12.EconEM.12.a	Assess the role of the public and private sectors in promoting economic growth and ensuring economic stability.
6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
6.1.12.EconET.14.b	Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society
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.
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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.
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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) SEE HERE	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	**Essential Question(s):**
● 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. ● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. ● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● To better understand the historical perspective, one must consider historical context.	● How did industrialization create both opportunity and inequality? ● What hardships did workers and immigrants face during this period? ● How did labor and reform movements seek to improve conditions?
Unit Inquiry Question(s) →	
Objectives (SLO)	
Students will know: ● The key factors that contributed to America's industrial growth in the late 19th and early 20th centuries, including technological innovations (e.g., the steam engine, the Bessemer process) and the growth of big businesses. ● Important industrial leaders and innovators, such as Andrew Carnegie, John D. Rockefeller, Henry Ford, and J.P. Morgan, and their impact on American industry and economy. ● The rapid growth of urban areas as people moved from rural regions to cities in search of factory jobs, and the social, economic, and political changes that accompanied this shift. ● The difficult working conditions in factories, child labor, and the rise of labor unions to fight for workers' rights, including significant strikes and movements (e.g., the Haymarket Affair, the Pullman Strike).	Students will be able to: ● Assess how industrialization reshaped American society, from the economy and social classes to urban environments and labor practices. ● Compare and contrast the viewpoints of business leaders, workers, and government officials on industrialization and its impact, using primary sources such as speeches, advertisements, and labor strike reports. ● Investigate and present on influential industrialists and their contributions to the American economy, discussing both the positive and negative aspects of their legacy. ● Examine major labor strikes and union activities to evaluate their success in improving conditions for workers and advancing labor rights. ● Analyze the role of government policies in promoting or regulating industrialization, such as

● The economic transformation of the U.S. into an industrial powerhouse, as well as the negative social consequences, such as overcrowded cities, poor living conditions, and the rise of economic inequality.	tariffs, antitrust laws, and labor laws, and how they affected both industry and workers.

Assessment

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

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

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

Technology Tools:
- Chromebooks
- LCD Projectors

Modifications

Teachers can choose from any of the suggested modifications that follow based upon teaching style, instructional method and
needs of individual students.
General Modifications for students struggling to learn:
● 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.

ELL:
● 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

At Risk-
● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals

● Utilize manipulatives
For a full list of Accommodations and Modifications, please click here.

Active Citizenship in the 21st Century (By the end of Grade 12)

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

- ❏ Act as a responsible and contributing citizen and employee.
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- ❏ Demonstrate creativity and innovation.
- ❏ Employ valid and reliable research strategies.
- ❏ 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.
- ❏ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 6

War, Identity, and Citizenship

Summary and Rationale

Explore how wars shaped American identity, patriotism, and civil liberties, while examining contributions of diverse groups.

Recommended Pacing

2 Weeks	
Standards	
NJSLS (SEE HERE)	
6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.EconNM.7.a	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
6.1.12.CivicsDP.11.a	Use a variety of sources to determine if American policies towards the Japanese during WWII were a denial of civil rights.
6.1.12.HistoryUP.11.a	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
6.1.12.HistoryCC.12.c	Analyze efforts to eliminate communism, such as McCarthyism, and their impact on individual civil liberties.
6.1.12.HistoryUP.14.a	Determine how the 9/11 attacks contributed to the debate over national security and civil liberties.
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.
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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.
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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.
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Social Justice Standards (As Applicable) SEE HERE	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
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DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

Instructional Focus	
Theme (If Applicable) →	
Enduring Understandings:	**Essential Question(s):**
● 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. ● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. ● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● To better understand the historical perspective, one must consider historical context.	● How have wars both united and divided Americans? ● How have minority groups contributed to war efforts while facing discrimination at home? ● What tensions arise between national security and individual freedoms during wartime?
Unit Inquiry Question(s) →	
Objectives (SLO)	
Students will know ● The social, political, and economic effects of major wars in American history (e.g., the Civil War, World Wars I and II, the Vietnam War, and the Iraq War) on citizens, communities, and national identity. ● The evolving definition of American citizenship, including the legal, social, and cultural rights of citizens and the distinction between citizens, immigrants, and non-citizens. ● How wars have shaped American identity, including the role of patriotism, national unity, and the debates over what it means to be "American" during times of conflict. ● The contributions and experiences of minority groups (e.g., African Americans, Native Americans, women, and immigrants) during wartime, including issues of segregation, discrimination, and the struggle for equality.	Students will be able to ● Investigate and explain how major wars in U.S. history have influenced American society, including shifts in politics, economics, and social structures. ● Engage in informed debates about the causes, ethics, and consequences of wars, considering how different groups (e.g., civilians, soldiers, and marginalized communities) are affected by conflict. ● Conduct research on the contributions and challenges faced by minority groups during significant wars and present findings on how their roles shaped their experiences and American history. ● Examine how the concept of citizenship has been challenged or redefined during times of conflict, such as during the Civil War, World War II

● The psychological, physical, and social impacts of war on soldiers and veterans, as well as the history of veterans' rights, support systems, and reintegration into society after conflict.	(internment of Japanese Americans), and the War on Terror. ● Analyze how wars have influenced the way Americans view their national identity, values, and the role of the U.S. in the world, and how these views have changed over time.

Assessment

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

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Suggested Documents, Resources, & Technology Tools

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

Technology Tools:
- Chromebooks
- LCD Projectors

Modifications

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● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
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● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .
ML-
● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading
Gifted and Talented-

● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills

504-

Modifications and accommodations must be aligned to the 504 plan and uphold expectations of the plan lawfully.

● Provide additional time for in-class assignments and assessments
● Allow for computer with voice output, spelling and grammar checker
● Offer individual help throughout the lesson
● Modify readings and primary source documents

At Risk-

● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions
● Pair oral instruction with visuals
● Utilize manipulatives

For a full list of Accommodations and Modifications, please click here.

Active Citizenship in the 21st Century (By the end of Grade 12)

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

- ❑ Act as a responsible and contributing citizen and employee.
- ❑ Apply appropriate academic and technical skills.
- ❑ Attend to personal health and financial well being.
- ❑ Communicate clearly and effectively and with reason.
- ❑ Consider the environmental social and economics impacts of decisions.
- ❑ Demonstrate creativity and innovation.
- ❑ Employ valid and reliable research strategies.
- ❑ 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.
- ❑ Work productively in teams while using cultural global competence.

Suggestions on integrating these standards can be found at: http://www.state.nj.us/education/cccs/2014/career/9.pdf

Unit 7

Social Movements and Expanding Rights

Summary and Rationale

Focus on movements that sought to expand rights—women's rights, LGBTQ+ rights, disability rights, and others—and their impact on American society.

Recommended Pacing

2 Weeks

Standards

NJSLS (SEE HERE)	
6.1.12.HistorySE.14.a	Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.
6.1.12.HistorySE.14.b	Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.
6.1.12.HistoryCA.14.a	Analyze campaign speeches and debates and other sources to determine the extent to which presidential candidates' rhetoric was inclusive, expansive, stereotypical or biased.
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	Evaluate an author's premises, claims, and evidence by corroborating or challenging them

.RH.11-12.8	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.
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Social Justice Standards (As Applicable) SEE HERE	
JU.9-12.12	I can recognize, describe and distinguish unfairness and injustice at different levels of society.
AC.9-12.16	I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.
DI.9-12.10	I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	**Essential Question(s):**
● 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.	● How have marginalized groups organized to demand equality? ● What strategies and tactics have proven effective in achieving change? ● What challenges to equality remain today?

● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts. ● Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups. ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● To better understand the historical perspective, one must consider historical context.	
Unit Inquiry Question(s) →	
Objectives (SLO)	
Students will know ● The major social movements that have shaped U.S. history, such as the Civil Rights Movement, Women's Suffrage, the LGBTQ+ Rights Movement, Labor Movement, and the Environmental Movement. ● Influential leaders and activists who played pivotal roles in social movements, such as Martin Luther King Jr., Rosa Parks, Susan B. Anthony, Cesar Chavez, and Harvey Milk. ● The significance of nonviolent protests, marches, sit-ins, strikes, and civil disobedience as tools for advocating social change, including landmark events like the March on Washington and the Stonewall Riots. ● Key legislative milestones that expanded rights in America, such as the Civil Rights Act of 1964, the Voting Rights Act of 1965, the Americans with Disabilities Act, and same-sex marriage legalization. ● The opposition faced by social movements, including legal, political, and cultural resistance, and the role of the government and public opinion in shaping the success or failure of these movements.	Students will be able to: ● Evaluate how different social movements have shaped American laws, culture, and society by exploring their successes, setbacks, and long-term effects on equality and justice. ● Compare and contrast the strategies, goals, and challenges of different social movements (e.g., the Civil Rights Movement vs. the Women's Liberation Movement), considering the contexts in which they arose. ● Investigate a specific social movement or leader in-depth, conducting research on its history, achievements, and challenges, and presenting findings to the class through reports, presentations, or multimedia projects. ● Engage in debates about the effectiveness of various protest tactics (e.g., nonviolence vs. direct action) and how they impact social, political, and legal change. ● Identify and analyze ongoing social justice issues today (e.g., racial justice, gender equality, climate activism) and draw connections between past social movements and modern-day struggles for rights and equality.
Assessment	
- Exit Tickets	

- Objective Assessments
- Written Responses
- Round Table Discussions
- Student Presentations
- ADD AS APPROPRIATE

If Benchmark assessment will be administered after this unit, please describe/link benchmark assessment.

Suggested Documents, Resources, & Technology Tools

Documents (Please provide embedded links to documents):

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

Technology Tools:
- Chromebooks
- LCD Projectors

Modifications

Special Education-
Modifications and accommodations must be aligned to students' IEPs and uphold expectations of the plan lawfully.
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● Provide small group/ individualized instruction.
● Allow use of assistive technology.
● Anticipate needs; pre-teach if needed.
● Have student repeat directions to check for understanding.
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● Modify assessment/assignment content, format, length (benchmarks, tests and quizzes) .
ML-
● Provide additional wait time for student responses to questions
● Provide simplification of sentence structure and repetition of questions/sentences exactly as stated before trying to rephrase.
● Speak clearly, using a normal tone and rate of speed, or slightly slower.
● Use directed reading activities. Ensure preview of text before assigned/read, provide pre-reading
Gifted and Talented-
● Advance, accelerate, or compact content
● Support abstract and advanced higher-level thinking through differentiated questioning
● Allowance for adapting of content for individual student interests
● Provide assignments geared to development in areas of affect, creativity, cognition, and research skills
504-
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● Modify readings and primary source documents
At Risk-
● Provide small group instruction for identified areas for growth
● Allow for alternate pathways for completion of assignments.
● Provide additional wait time for student responses to questions

● Pair oral instruction with visuals
● Utilize manipulatives
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Active Citizenship in the 21st Century (By the end of Grade 12)

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

- ❑ Act as a responsible and contributing citizen and employee.
- ❑ Apply appropriate academic and technical skills.
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- ❑ Use technology to enhance productivity.
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Unit 8	
The American Experiment Today – Challenges and Possibilities	
Summary and Rationale	
Connect past to present by analyzing contemporary issues such as immigration, racial inequality, economic disparity, and voting rights.	
Recommended Pacing	
2 Weeks	
Standards	
NJSLS (SEE HERE)	
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
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.

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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.
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Instructional Focus

Theme (If Applicable) →

Enduring Understandings:	**Essential Question(s):**
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Unit Inquiry Question(s) →

Objectives (SLO)

Students will know:	Students will be able to:
● The key challenges that the U.S. faces today in maintaining its democratic ideals, such as political polarization, voter suppression, economic inequality, and the role of money in politics. ● How advancements in technology (e.g., social media, artificial intelligence, and automation) are impacting politics, the economy, and social interactions in contemporary America.	● Evaluate how current challenges (e.g., political division, declining trust in institutions) are impacting the functioning of democracy in the U.S., and propose ways to strengthen democratic processes. ● Participate in structured debates on pressing issues facing the U.S. today, such as healthcare reform, climate action, and voting rights, considering multiple perspectives and evidence.

● The current state of civil rights in America, including ongoing struggles related to racial equality, LGBTQ+ rights, women's rights, and immigrant rights, and how these issues continue to evolve. ● The challenges and opportunities presented by globalization, including issues such as trade, the gig economy, income inequality, and the changing nature of work. ● The impact of climate change and environmental degradation on American society, and the ongoing debates around policy responses such as the Green New Deal, renewable energy, and environmental justice.	● Research and present on modern-day social movements (e.g., Black Lives Matter, Me Too, climate activism) and assess their impact on public policy and social change. ● Analyze the ethical, political, and economic implications of new technologies, such as the role of social media in elections, data privacy concerns, and the future of work in an automated world. ● Design a policy proposal or solution to address one of America's major challenges (e.g., economic inequality, climate change, racial injustice), supported by research and an understanding of the potential impacts on society.

Assessment

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