



United States History I

Unit	Objectives	Standards	Resources
<p>Benchmark Assessments</p>	<p>Students will be assessed on their knowledge of the curriculum throughout the year by taking a midterm and final exam.</p>	<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades Career Ready Practices Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>NJ: Grade 12 9.2 Career Awareness, Exploration, And Preparation Strand C: Career Preparation</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	<p>Core: Goldfield, David R. <i>The American Journey: A History of the United States</i>. Upper Saddle River, N.J: Pearson Education, 2007. Print.</p> <p>Supplemental: Kennedy, David M., and Thomas Andrew Bailey. <i>The American Spirit. United States History as Seen by Contemporaries</i>. Houghton Mifflin, 2006.</p> <p>**Other resources will be used during this course when and where deemed appropriate.</p>
	<p>2) To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.</p> <p>3) To create and coordinate workshops, seminars, institutes,</p>	<p>Civil War and Reconstruction (1850-1877)</p> <p>6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th</p>	<p>Core: Goldfield, David R. <i>The American Journey: A History of the United States</i>. Upper Saddle River, N.J: Pearson Education, 2007. Print.</p>

importance of the history of African-Americans to the growth and development of American society in global context.

African Americans.

The Development of the Industrial United States (1870-1900)

6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

The Emergence of Modern America (1890-1930)

6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.

Postwar United States (1945 to early 1970s)

6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act,

Supplemental: Kennedy, David M., and Thomas Andrew Bailey. *The American Spirit. United States History as Seen by Contemporaries*. Houghton Mifflin, 2006.

the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.

The 20th Century Since 1945 (1945-Today)

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

C. Economics, Innovation, and Technology

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

The Emergence of Modern America (1890-1930)

6.1.12.C.7.b Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.

Postwar United States (1945 to early 1970s)

6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

D. History, Culture, and Perspectives

Postwar United States (1945 to early 1970s)

<p>Holocaust and Genocide</p>	<ol style="list-style-type: none"> 1. Students will discuss general theories of human nature and relate these to personal experiences. 2. Students will analyze the concepts of responsibility, values and morality. 3. Students will discuss individual and collective responsibility for the Holocaust. 4. Students will examine aggression and cruelty as parts of human nature. 5. Students will recognize the positive behavior associated with acts of courage, integrity and empathy. 6. Students will compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resister and rescuer. 7. Students will develop generalizations that reflect their individual views of human nature 8. Students will define and explain the nature of prejudice as a universal human phenomenon. 9. Students will define and examine contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide. 10. Students will develop and articulate a definition of genocide. 12. Students will demonstrate a sense of empathy with those who 	<p>NJ: 2020 SLS: Social Studies NJ: End of Grade 12</p> <hr/> <p>6.1 U.S. History: America in the World: Era 11. The Great Depression and World War II: World War II (1929–1945) Governments around the world support universal human rights to varying degrees.</p> <p>6.1.12.CivicsHR.11.a: Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights The Great Depression and World War II (1929-1945)</p> <p>6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.</p> <p>Copyright © State of New Jersey, 1996 - 2020.</p>	<p>Core: Goldfield, David R. <i>The American Journey: A History of the United States</i>. Upper Saddle River, N.J: Pearson Education, 2007. Print.</p> <p>Pathways to the Present textbook</p> <p>Supplemental: Kennedy, David M., and Thomas Andrew Bailey. <i>The American Spirit. United States History as Seen by Contemporaries</i>. Houghton Mifflin, 2006.</p> <p>Holocaust Curriculum Universal9-12.docx.webloc</p>
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	<p>have suffered violations of their human rights, such as victims and survivors of the Holocaust and other historic and contemporary genocides.</p> <p>13. Students will reassess their previous generalizations about human nature in light of the events of the Holocaust.</p> <p>14. Students will be able to articulate the personal and universal consequences of indifference to the preservation of human rights.</p> <p>15. Students will demonstrate behaviors that are respectful of individuals regardless of differences based upon factors related to race, ethnicity, religious affiliation, gender, disability, economic status, or sexual orientation.</p>		
<p>LGBTQ</p>	<p>For students to understand the importance of including the LGBTQ Community in our society and affording them the same civil rights that all people should enjoy and be entitled to.</p> <p><u>STANDARDS LISTED HERE BECAUSE THEY ARE NOT AVAILABLE YET IN "THE CHOOSE STANDARDS": APPROVED BY NJ LEGISLATURE JANUARY 31, 2019</u></p>		<p>Core: Goldfield, David R. <i>The American Journey: A History of the United States</i>. Upper Saddle River, N.J: Pearson Education, 2007. Print.</p> <p>Pathways to the Present textbook</p> <p>Supplemental: Kennedy, David M., and Thomas Andrew Bailey. <i>The American Spirit. United States History as Seen by Contemporaries</i>. Houghton Mifflin, 2006</p>

C.18A:35-4.35 History of disabled and LGBT persons included in middle and high school curriculum.

1. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

C.18A:35-4.36 Policies, procedures pertaining to inclusive instructional materials.

2. A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of section 1 of this act. When adopting instructional materials for use in the schools of the district, a board of education shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate.

3. This act shall take effect immediately and shall first apply to the 2020-2021 school year.

Approved January 31, 2019.

[Equality Magazine Human Rights Campaign Foundation Overview](#)

LGBTQ

<https://www.teach.lgbt/>

<https://www.glsen.org/activity/inclusive-curriculum-guide>

<p>Colonization, Revolution, Constitution (1585-1800)</p>	<p>Colonization:</p> <p>1.1 Students will examine European exploration in the western hemisphere with special attention to North America, including Hudson, Cabot, Cartier, Verrazano, Columbus, Champlain, Marquette and Joliet. (6.4.12 D)</p> <p>1.2 Students will identify the regional development of Native American populations in North America. (6.4.12 D)</p> <p>1.3 Students will examine the interaction between Europeans, Africans, and Native Americans in the Atlantic World. (6.4.12 D)</p> <p>1.4 Students will examine the economic foundations of the Atlantic System, especially mercantilism and the slave trade. (6.4.12 D)</p> <p>1.5 Students will analyze the impact of the Atlantic System on the</p>	<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>NJ: Grade 12 9.2 Career Awareness, Exploration, And Preparation Strand C: Career Preparation</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.</p> <p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights 6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to</p>	<p>Core: Goldfield, David R. <i>The American Journey: A History of the United States</i>. Upper Saddle River, N.J: Pearson Education, 2007. Print.</p> <p>Pathways to the Present textbook</p> <p>Supplemental: Kennedy, David M., and Thomas Andrew Bailey. <i>The American Spirit. United States History as Seen by Contemporaries</i>. Houghton Mifflin, 2006.</p> <p>Videos including "America: The Story of US" and various youtube clips</p> <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p>

economies and cultures of Europe and Africa. (6.4.12 D)

1.6 Students will compare and contrast slavery and indentured servitude and modes of resistance to coerced labor. (6.4.12 D)

1.7 Students will compare and contrast the colonial settlements of the Spanish, French, English, and Dutch in North America. (6.4.12 D)

2.1 Students will analyze the political, social, and cultural characteristics of the English colonies.(6.4.12 D)

2.2 Students will analyze the political, religious, social, and economic institutions that emerged in colonial New Jersey. (6.4.12 D)

Revolution:

6.1.12.A.1.a	Explain how British North American colonies adapted the British governance
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think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Colonization and Settlement (1585-1763)

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

6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.

Revolution and the New Nation (1754-1820s)

6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the

	structure to fit their ideas of individual rights, economic growth, and participatory government.	Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.	
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.	6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.	
6.1.12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.	6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti Federalists during the ratification debates, and assess their continuing relevance.	
6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.	6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.	
<p>Constitution:</p>		6.1.12.A.2.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.	
		<p>B. Geography, People, and the Environment</p> <p>6.1 U.S. History: America in the World. All students</p>	

Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.

Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.

Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.

Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.

Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.

Revolution and the New Nation (1754-1820s)

6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in

Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

resolving disputes over Western lands and the expansion of slavery.

C. Economics, Innovation, and Technology

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic

development in the American colonies.

Revolution and the New Nation (1754-1820s)

6.1.12.C.2a. Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.

D. History, Culture, and Perspectives

6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Colonization and Settlement (1585-1763)

6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and north American settlers.

Revolution and the New Nation (1754-1820s)

6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens

who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

NJ: 2014 SLS: Technology
NJ: Grades 9-12

8.1 Educational Technology

C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in

		<p>collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>Copyright © State of New Jersey, 1996 - 2016. Unit 2 Am. Civ. Interdisciplinary.docx</p>	
	<p>1812.</p> <ul style="list-style-type: none"> Explain factors that contributed to the rise of democracy in the 1820s and 1830s. 	<hr/> <p>-</p> <p>leaves matters uncertain.</p> <p>NJLSA.R2 Determine central ideas or themes of a text and analyze their development;</p>	<p>Posters</p>

<p>Civil War/Reconstruction (1850-1877)</p>	<ul style="list-style-type: none"> Describe how the events of the late 1850s developed in a chain reaction, with each crisis deepening sectional hatreds, thus paving the way for another critical event. Analyze the Kansas conflict as a small-scale rehearsal for the Civil War. The focus might be on the way sectional violence fed on itself, producing extremist figures such as Brown and the border ruffians. <p>Analyze the consequences of the Lincoln-Douglas debates.</p> <p>Describe the political, economic and social differences between the North and South with special attention to slavery</p> <p>Analyze Lincoln's rise to national prominence in relation to the slavery issue.</p> <p>Describe different political and social groups competed for influence over society and government in colonial North America and the United States</p> <p>Explain how and why major party systems and political alignments arose and have changed from the</p>	<p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights Expansion and Reform (1801-1861)</p> <p>6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p>Civil War and Reconstruction (1850-1877)</p> <p>6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p>	<p>Core: Goldfield, David R. <i>The American Journey: A History of the United States</i>. Upper Saddle River, N.J: Pearson Education, 2007. Print.</p> <p>Pathways to the Present textbook</p> <p>Supplemental: Kennedy, David M., and Thomas Andrew Bailey. <i>The American Spirit. United States History as Seen by Contemporaries</i>. Houghton Mifflin, 2006.</p> <p>Videos including "America: The Story of US", "The Ultimate Guide to the Presidents", "The Century" and various youtube clips</p> <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p>

	<p>early Republic through the end of the twentieth century</p> <p>Demonstrate understanding of how Americans have agreed on or argued over the values that guide the political system as well as who is a part of the political process</p> <p>Analyze how debates over political values (such as democracy, freedom, and citizenship) and the extension of American ideals abroad contributed to the Civil War</p> <p>Describe how gender, class, ethnic, religious, regional, and other group identities changed in different eras</p> <p>Analyze the role of economic, political, social, and ethnic factors in the context of the Union victory in the Civil War</p> <p>Analyze the role of economic, political, social, and ethnic factors on the formation of regional identities</p> <p>Analyze the issues for the newly freed slaves</p> <p>Analyze and describe Lincoln's plans for Reconstruction</p> <p>Analyze and describe Johnson's plans for Reconstruction</p>	<p>6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> <p>6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>B. Geography, People, and the Environment</p> <p>Civil War and Reconstruction (1850-1877)</p> <p>6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.</p> <p>6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p>	
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	<p>Describe the differences between Congressional Reconstruction and Presidential Reconstruction?</p> <p>Describe the political gains of African Americans during the Reconstruction period.</p> <p>Explain the circumstances that led to the impeachment and trial of President Johnson with special attention to the outcome</p> <p>Analyze in detail the condition of the South at the end of the Civil War, particularly, the economic and social revolution caused by the end of slavery</p> <p>Describe the difficulty of working out a new system of racial relations, with particular attention of the efforts of former slaves</p> <p>Analyze the impact of Reconstruction in the South</p> <p>Describe the limitations of the Republican governments and the Freedmen's Bureau, especially in altering fundamental economic and social conditions</p> <p>Describe the factors for the creation of the Ku Klux Klan with particular attention to its enduring presence as</p>	<p>C. Economics, Innovation, and Technology Civil War and Reconstruction (1850-1877)</p> <p>6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war.</p> <p>6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.</p> <p>D. History, Culture, and Perspectives Revolution and the New Nation (1754-1820s)</p> <p>6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</p> <p>Expansion and Reform (1801-1861)</p> <p>6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the</p>	
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a symbol of white racism and illegal violence

Compare the gap between the still widely held popular image of Reconstruction and the more complicated historical reality.

Analyze how the media, with particular attention to the motion picture industry, has formed the American perception of the Civil War and Reconstruction.

Missouri Compromise and the Compromise of 1850).

Civil War and Reconstruction (1850-1877)

6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12.D.4.b Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the

relationship between the national and state governments.

NJ: 2014 SLS: Technology

NJ: Grades 9-12

8.1 Educational Technology

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

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[Interdisciplinary Civil](#)

[War:Reconstruction.docx](#)

[Interdisciplinary Standards &](#)

[Activity Civil War.docx](#)

6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

The Emergence of Modern America (1890-1930)

6.1.12.C.6.a Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.

6.1.12.C.6.b Determine how supply and demand influenced price and output during the Industrial Revolution.

6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.

D. History, Culture, and Perspectives

The Development of the Industrial United States (1870-1900)

6.1.12.D.5.a Analyze government policies and other factors that promoted innovation, entrepreneurship, and

<p>Imperialism, WW I, and Roaring 20's (1890-1930)</p>	<p>Students will be able to critically evaluate the degree to which US foreign policy is (or has been) distinct from that of other nations.</p> <p>Students will be able to summarize some of the most important historical trends and turning points in the evolution of America's relations with the rest to the world.</p> <p>Students will be able to describe how cultural kinship with Israel has affected the American relationship with Arab states.</p> <p>Students will be able to describe how American fear of communism influenced US policies.</p> <p>Students will be able to examine the role of geopolitics in the development</p>	<p>NJ: 2014 SLS: 21st Century Life and Careers NJ: All Grades</p> <hr/> <p>Career Ready Practices Career Ready Practices</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>NJ: Grade 12 9.3 – Career & Technical Education (CTE): Government & Public Administration Career Cluster® Career Cluster® : Government & Public Administration (GV)</p>	<p>Core: Goldfield, David R. <i>The American Journey: A History of the United States</i>. Upper Saddle River, N.J: Pearson Education, 2007. Print.</p> <p>Pathways to the Present textbook</p> <p>Supplemental: Kennedy, David M., and Thomas Andrew Bailey. <i>The American Spirit. United States History as Seen by Contemporaries</i>. Houghton Mifflin, 2006.</p> <p>Videos including "America: The Story of US", "The Ultimate Guide to the</p>

	<p>of American foreign policy during this time period.</p> <p>Students will be able to evaluate the nation's willingness or reticence to engage in foreign conflicts and affairs during different time periods in U.S. History.</p> <p>Students will be able to assess the benefits and detriments of the U.S. taking a more strict isolationist stance.</p> <p>Students will be able to analyze constitutional issues involving war powers, as they relate to the U.S. military intervention in foreign conflicts.</p> <p>Students will be able to evaluate how effective the U.S. has been in pursuing national interests while also attempting to address global, political, economic and social problems.</p> <p>Students will be able to assess the role United States imperialism played in relations between the United States and other countries in the time period leading up to World War I including such events as the building of the Panama Canal, relations with Japan and China and the Spanish, Cuban, American War.</p>	<p>9.3.GV.1 Explain the purpose and functions of government and public administration and the application of democratic principles in the process of governmental and administrative policymaking.</p> <p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights The Emergence of Modern America (1890-1930)</p> <p>6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>The Emergence of Modern America (1890-1930)</p> <p>6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the</p>	<p>Presidents", "The Century" and various youtube clips</p> <p>Worksheets from the Center for learning</p> <p>Venn Diagrams</p> <p>Posters</p> <p>Maps</p> <p>Atlas Pages</p>
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	<p>Students will be able to evaluate the major causes and events of World War I including the role of President Woodrow Wilson, the causes of United States involvement, social conditions on the home front, significant battles, the role of New Jersey industry, Wilson’s Peace Plan, and isolationism. . (6.4.12.1.4)</p> <p>Describe the American response to war in Europe and the key events that moved the United States toward war. (Submarine warfare, The Zimmermann Note etc.) (6.4.12.1.4)</p> <p>Explain how American troops helped turn the tide of the war. (6.4.12.1.4)</p> <p>Analyze President Wilson’s “Fourteen Points” address to congress and how it differed from the French and British leaders’ proposals.(6.4.12.1.4)</p> <p>Students will evaluate the Versailles Treaty and the non-involvement of the United States in the League of Nations.(6.4.12.1.4-7)</p> <p>Describe the war’s end and its costs. (6.4.12.1.4-7)</p> <p>Students will be able to critically evaluate the degree to which US foreign policy became isolationist</p>	<p>United States eventually entered the war.</p> <p>6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war (i.e., the Espionage Act and the Sedition Amendment) on individual rights.</p> <p>6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.</p> <p>The Emergence of Modern America (1890-1930)</p> <p>6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p>6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p> <p>6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies</p>	
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	<p>Students will be able to describe how American fear of communism influenced US policies.</p> <p>Students will be able to examine how the American economy expanded greatly during this time period.</p> <p>Students will be able to evaluate the nation's new approach to production (assembly line, mass production).</p> <p>Students will be able to assess the benefits of the automobile and what new industries expanded with it.</p> <p>Students will be able to analyze the role of women and African Americans during the 1920's.</p> <p>Students will be able to evaluate the jazz age and its impact on modern America.</p> <p>Students will be able to assess the role of prohibition and problems that were created because of it.</p> <p>Students will be able to understand the importance of the Scopes Trial and how it affects education today.</p>	<p>restricting immigration, advocacy, and labor organizations.</p> <p>Age of Revolutions (1750-1914)</p> <p>6.2.12.A.3.e Analyze the motives for and methods by which European nations, Japan, and the United States expanded their imperialistic practices in Africa and Asia during this era, and evaluate the impact of these actions on their relations.</p> <p>B. Geography, People, and the Environment</p> <p>The Emergence of Modern America (1890-1930)</p> <p>6.1.12.B.6.a Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>The Emergence of Modern America (1890-1930)</p> <p>6.1.12.B.7.a Explain how global competition by nations for land and resources led to increased militarism.</p>	
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**The Emergence of
Modern America (1890-
1930)**

6.1.12.B.8.a Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.

**C. Economics, Innovation,
and Technology**

**The Emergence of
Modern America (1890-
1930)**

6.1.12.C.7.a Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

**The Emergence of
Modern America (1890-
1930)**

6.1.12.C.8.a Analyze the push-pull factors that led to the Great Migration.

6.1.12.C.8.b Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

D. History, Culture, and Perspectives

The Development of the Industrial United States (1870-1900)

6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

The Emergence of Modern America (1890-1930)

6.1.12.D.6.a Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.

6.1.12.D.6.b Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.

The Emergence of Modern America (1890-1930)

6.1.12.D.7.a Evaluate the effectiveness of Woodrow Wilson's leadership during

and immediately after World War I.

6.1.12.D.7.b Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.

6.1.12.D.7.c Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.

The Emergence of Modern America (1890-1930)

6.1.12.D.8.a Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence

6.1.12.D.8.b Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.

NJ: 2014 SLS: Technology
NJ: Grades 9-12

		<p>8.1 Educational Technology</p> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
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