

# U.S. History I Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

## **About the Standards**

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

| <b>Lower Cape May Regional School District US History I Curriculum</b> |                           |
|--|---------------------------|
| <b>Content Area: Social Studies</b>                                    |                           |
| <b>Course Title: U.S. History I</b>                                    | <b>Grade level: 10-11</b> |
| <b>Unit 1: American Beginnings to 1783</b>                             | <b>8 weeks</b>            |
| <b>Unit 2: A New Nation 1781-1850</b>                                  | <b>10 weeks</b>           |
| <b>Unit 3: An Era of Growth and Disunion 1825-1877</b>                 | <b>8 weeks</b>            |
| <b>Unit 4: Migration and Industrialization 1877-1917</b>               | <b>8 weeks</b>            |
| <b>Unit 5: Modern America Emerges 1890-1920</b>                        | <b>5 weeks</b>            |
| <b>Unit 6: The 1920s and the Great Depression 1919-1940</b>            | <b>8 weeks</b>            |
| <b>Unit 7: World War II and Its Aftermath 1931-1960</b>                | <b>8 weeks</b>            |
| <b>Unit 8: Living with Great Turmoil 1954-1975</b>                     | <b>8 weeks</b>            |
| <b>Unit 9: Passage to a New Century 1968-Present</b>                   | <b>5 weeks</b>            |

| <b>Lower Cape May Regional School District Social Studies/USI Curriculum<br/>Unit 1 Overview</b> |  |
|--|--|
| <b>Content Area: Social Studies</b>  |  |
| <b>Unit Title: American Beginnings (1492) to 1783</b>  |  |
| <b>Target Course/Grade Level: US I/Grade 10</b>  |  |
| <b>Unit Summary:</b>   |  |
| <ul style="list-style-type: none"> <li>• Content</li> </ul>                                      |  |

This unit covers a grand sweep of history—from the arrival of the first Americans after the last Ice Age through settlement by diverse colonists and up to the gaining of independence. Complex societies of Native Americans come into contact with peoples from Europe and Africa, resulting in a cultural mingling filled with tension and adaptation. British colonies develop, expand, and mature. Eventually the colonists' differences with Great Britain impel them toward independence. (taken from page one of textbook)

- Three Worlds Meet
- The American Colonies Emerge
- The Colonies Come of Age
- The War for Independence

### **Interdisciplinary Connections:**

- 3.1.12 F. Vocabulary and Concept Development 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 2. Use knowledge of root words to understand new words. 3. Apply reading vocabulary in different content areas.
- 3.1.12 G. Comprehension Skills and Response to Text 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts. 5. Analyze how works of a given period reflect historical and social events and conditions. 7. Interpret how literary devices affect reading emotions and understanding. 9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. 10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- 3.2.12 C. Mechanics, Spelling, and Handwriting 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. 4. Use transition words to reinforce a logical progression of ideas. 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 8. Write legibly in manuscript or cursive to meet district standards
- 3.2.12 A. Writing as a Process (prewriting, drafting, revising, editing, post writing) 1. Engage in the full writing process by writing daily and for sustained amounts of time. 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. 4. Review and edit work for spelling, usage, clarity, and fluency. 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- 3.3.12 A. Discussion 1. Support a position integrating multiple perspectives. 2. Support, modify, or refute a position in small or large-group discussions. 3. Assume leadership roles in student-directed discussions, projects, and forums. 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.
- 3.4.12 A. Active Listening 1. Explore and reflect on ideas while hearing and focusing

- attentively. 2. Listen skillfully to distinguish emotive and persuasive rhetoric. 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- 3.4.12 B. Listening Comprehension 1. Listen to summarize, make judgments, and evaluate. 2. Evaluate the credibility of a speaker. 3. Determine when propaganda and argument are used in oral forms. 4. Listen and respond appropriately to a debate
  - 3.5.12 A. Constructing Meaning from Media 1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2. Identify and evaluate how a media product expresses the values of the culture that produced it.

**CCSSELA Standards**

**CCSS.ELA-LITERACY.RH.9-10.1-** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**CCSS.ELA-LITERACY.RH.9-10.2-** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCSS.ELA-LITERACY.RH.9-10.3-** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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**CCSS.ELA-LITERACY.RH.9-10.5-** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CCSS.ELA-LITERACY.RH.9-10.6-** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**CCSS.ELA-LITERACY.RH.9-10.7-** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

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**CCSS.ELA-LITERACY.RH.9-10.9-** Compare and contrast treatments of the same topic in several primary and secondary sources.

**CCSS.ELA-LITERACY.RH.9-10.10-** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**21st Century Themes, Skills, and Standards:**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

**Learning Targets**

**CPI #**

**Cumulative Progress Indicators (CPI) for Unit**

|  |   |
|--|---|
| 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.CivicsPD.1.a  | Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.  |
| 6.1.12.GeoGI.1.a   | Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources)   |
| 6.1.12.EconGE.1.a  | Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.   |
| 6.1.12.HistoryCC.1.a   | Assess the impact of the interactions and conflicts between native groups and North American settlers.  |
| <b>Unit Enduring Questions:</b> <ul style="list-style-type: none"> <li>• What were the issues surrounding the arrival of people in the Americas and the impact of colonization?</li> <li>• How did exploration and new technologies eventually lead to conflicts across continents?</li> <li>• How did the colonists' differences with Great Britain impel them towards independence?</li> </ul> | <b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• The students will understand how native cultures of North America, Africa, and Europe connected, and impacted each others lives.</li> <li>• Students will understand how the European drive to explore and colonize overseas affected the Americas and European Nations.</li> <li>• Students will understand the differences that caused the Colonists to form a new nation.</li> </ul> |

**Unit Objectives:**

*Students will know....*

- Students will know what native cultures of North America, Africa, and Europe were and the European drive to explore and colonize overseas, especially the Spanish.
- Students will know the reasons for the English colonization of America, as well as how the original 13 English colonies took hold in what is now the united States.
- Students will know about the French and Indian War.
- Students will know the events that allowed the colonies and Britain to grow apart.
- Students will know the causes of the American Revolution and its major events.

**Unit Objectives:**

*Students will be able to.....*

- Students will be able to locate native cultures on a map, and explain the drive for exploring and colonizing overseas.
- Students will be able to write about the effects of colonization on Native Americans, Africa and Europe.
- Students will be able to analyze the economics, social, and political growth of the 13 colonies.
- Students will be able to explain the French and Indian War's effect on the relationship between Great Britain and her colonies.
- Students will be able to explain the events that allowed the colonies and Britain to grow apart.
- Students will be able to explain the important events of the American Revolution as well as the role played by significant individuals during the conflict.

**Lower Cape May Regional School District Social Studies/US I Curriculum  
Unit 2 Overview**

**Content Area: Social Studies**

**Unit Title: A New Nation 1781-1850**

**Target Course/Grade Level: USI/10th**

**Unit Summary:**

- **Content**

This unit details the effort to write and ratify a new plan for the government, the U.S. Constitution, and the struggles of the new nation with internal political divisions and challenges

from abroad. As the nation expands to the west at the expense of Native American, disagreements over slavery drive a growing wedge between North and South. Meanwhile, reformers work to better American society, and African Americans and women push for equality.

- Shaping a New Nation (The Living Constitution)
- Launching the New Nation
- Balancing Nationalism and Sectionalism
- Reforming American Society

### **Interdisciplinary Connections:**

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**CCSS.ELA-LITERACY.RH.9-10.10-** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

### **21st Century Themes, Skills, and Standards:**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

### **Learning Targets**



| <b>CPI #</b>         | <b>Cumulative Progress Indicators (CPI) for Unit</b>  |
|----------------------|---|
| 6.1.12.CivicsPI.2.a  | Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.                          |
| 6.1.12.CivicsPI.2.b  | 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  |
| 6.1.12.CivicsPD.2.a  | Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.  |
| 6.1.12.CivicsPR.2.a  | Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.                               |
| 6.1.12.GeoPP.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.GeoPP.2.b     | Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.  |
| 6.1.12.EconEM.2.a    | Explain how the United States economy emerged from British mercantilism..   |
| 6.1.12.EconEM.2.b    | 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  |
| 6.1.12.EconEM.2.c    | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.   |
| 6.1.12.HistoryCC.2.a | Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies. •  |
| 6.1.12.HistoryCC.2.b | Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights) |
| 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.                           |

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|-----------------------|---|
| 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.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.HistorySE.2.a  | Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.  |
| 6.1.12.HistoryCA.2.a  | Research multiple perspectives to explain the struggle to create an American identity.  |
| 6.1.12.CivicsPI.3.a   | Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.   |
| 6.1.12.Civics.PI.3.b: | Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era   |
| 6.3.12.HistoryCA.1    | Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). |

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| <b>Lower Cape May Regional School District Social Studies/US I Curriculum<br/>Unit 3 Overview</b>   |
| <b>Content Area: Social Studies</b>   |
| <b>Unit Title: An Era of Growth and Disunion 1825-1877</b>  |
| <b>Target Course/Grade Level: US I/10th</b>   |
| <b>Unit Summary:</b>  |
| <ul style="list-style-type: none"> <li><b>Content</b></li> </ul> <p>This unit begins with the United States expansion to the Pacific Ocean. While the nation grows, so does conflict between North and South. The Southern states decide to leave the Union to preserve their way of life. The North wins a long bloody civil war. In its aftermath, African Americans briefly are granted full civil rights-until the Supreme Court undermines those rights.</p> <ul style="list-style-type: none"> <li>Expanding Markets and Moving West</li> <li>The Union in Peril</li> </ul> |

- The Civil War
- Reconstruction and Its Effects

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## 21st Century Themes, Skills, and Standards:

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- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.

## Learning Targets

| CPI #                 | Cumulative Progress Indicators (CPI) for Unit   |
|-----------------------|---|
| 6.1.12.Civics.PI.3.a  | Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. |
| 6.1.12.Civics.PI.3.b: | Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era   |

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|----------------------|--|
| 6.1.12.CivicsDP.3.a  | Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).                         |
| 6.1.12.CivicsDP.3.b  | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.   |
| 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.GeoSV.3.a     | Evaluate the impact of Western settlement on the expansion of United States political boundaries.  |
| 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.EconGE.3.a    | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.  |
| 6.1.12.EconNE.3.a    | Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.   |
| 6.1.12.HistoryUP.3.a | Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian). |
| 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.HistoryCA.3.a | Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).  |
| 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.HistoryCC.3.a | Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.  |
| 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.CivicsDP.4.b  | Analyze how ideas found in key documents contributed to demanding  |

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|                       | equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).  |
| 6.1.12.CivicsPR.4.a   | Draw from multiple sources to explain 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. |
| 6.1.12.GeoSV.4.a      | Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.  |
| 6.1.12.GeoPP.4.a:     | Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.  |
| 6.1.12.EconET.4.a     | Assess the role that economics played in enabling the North and South to wage war.  |
| 6.1.12.EconNE.4.a     | Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.  |
| 6.1.12.HistoryCC.4.a  | Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.   |
| 6.1.12.HistoryUP.4.a  | Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.   |
| 6.1.12.HistoryUP.4.b  | Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil 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.HistoryCA.4.c  | Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.   |

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| <b>Lower Cape May Regional School District Social Studies/US I Curriculum<br/>Unit 4 Overview</b> |
| <b>Content Area: Social Studies</b>   |

**Unit Title: Migration and Industrialization 1877-1917****Target Course/Grade Level: US I/10th****Unit Summary:****• Content**

This unit describes how the United States transforms itself from a mostly rural, agricultural society to an urban, industrial one. Farmers, miners, and ranchers settle all regions of the West, costing Native Americans their land. Large businesses begin to dominate the economy.

Providing much of the labor for these huge new companies are millions of immigrants who stream to the major cities of the North and East. New manufacturing and selling techniques begin to create mass consumer markets for goods and services.

- Changes on the Western Frontier
- A new Industrial Age
- Immigrants and Urbanization
- Life at the Turn of the 20th Century

**Interdisciplinary Connections:**

- 3.1.12 F. Vocabulary and Concept Development 1. Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary. 2. Use knowledge of root words to understand new words. 3. Apply reading vocabulary in different content areas.
- 3.1.12 G. Comprehension Skills and Response to Text 1. Identify, describe, evaluate, and synthesize the central ideas in informational texts. 5. Analyze how works of a given period reflect historical and social events and conditions. 7. Interpret how literary devices affect reading emotions and understanding. 9. Distinguish between essential and nonessential information, identifying the use of proper references and propaganda techniques where present. 10. Differentiate between fact and opinion by using complete and accurate information, coherent arguments, and points of view.
- 3.2.12 C. Mechanics, Spelling, and Handwriting 1. Use Standard English conventions in all writing, such as sentence structure, grammar and usage, punctuation, capitalization, and spelling. 2. Demonstrate a well-developed knowledge of English syntax to express ideas in a lively and effective personal style. 4. Use transition words to reinforce a logical progression of ideas. 6. Use knowledge of Standard English conventions to edit own writing and the writing of others for correctness. 7. Use a variety of reference materials, such as a dictionary, grammar reference, and/or internet/software resources to edit written work. 8. Write legibly in manuscript or cursive to meet district standards
- 3.2.12 A. Writing as a Process (prewriting, drafting, revising, editing, post writing) 1. Engage in the full writing process by writing daily and for sustained amounts of time. 3. Analyze and revise writing to improve style, focus and organization, coherence, clarity of thought, sophisticated word choice and sentence variety, and subtlety of meaning. 4. Review and edit work for spelling, usage, clarity, and fluency. 5. Use the computer and word-processing software to compose, revise, edit, and publish a piece.
- 3.3.12 A. Discussion 1. Support a position integrating multiple perspectives. 2. Support, modify, or refute a position in small or large-group discussions. 3. Assume leadership

roles in student-directed discussions, projects, and forums. 4. Summarize and evaluate tentative conclusions and take the initiative in moving discussions to the next stage.

- 3.4.12 A. Active Listening 1. Explore and reflect on ideas while hearing and focusing attentively. 2. Listen skillfully to distinguish emotive and persuasive rhetoric. 3. Demonstrate appropriate listener response to ideas in a persuasive speech, oral interpretation of a literary selection, or scientific or educational presentation.
- 3.4.12 B. Listening Comprehension 1. Listen to summarize, make judgments, and evaluate. 2. Evaluate the credibility of a speaker. 3. Determine when propaganda and argument are used in oral forms. 4. Listen and respond appropriately to a debate
- 3.5.12 A. Constructing Meaning from Media 1. Understand that messages are representations of social reality and vary by historic time periods and parts of the world. 2. Identify and evaluate how a media product expresses the values of the culture that produced it.

### **CCSSELA Standards**

**CCSS.ELA-LITERACY.RH.9-10.1-** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**CCSS.ELA-LITERACY.RH.9-10.2-** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**CCSS.ELA-LITERACY.RH.9-10.3-** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**CCSS.ELA-LITERACY.RH.9-10.4-** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

**CCSS.ELA-LITERACY.RH.9-10.5-** Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

**CCSS.ELA-LITERACY.RH.9-10.6-** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**CCSS.ELA-LITERACY.RH.9-10.7-** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**CCSS.ELA-LITERACY.RH.9-10.8-** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**CCSS.ELA-LITERACY.RH.9-10.9-** Compare and contrast treatments of the same topic in several primary and secondary sources.

**CCSS.ELA-LITERACY.RH.9-10.10-** By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

### **21st Century Themes, Skills, and Standards:**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11. Use technology to enhance productivity.



## Learning Targets

| CPI #                | Cumulative Progress Indicators (CPI) for Unit   |
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| 6.1.12.CivicsDP.5.a  | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans   |
| 6.1.12.EconEM.5.a    | Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.  |
| 6.1.12.GeoPP.5.a     | Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.                           |
| 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.HistoryNM.5.a | Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.  |
| 6.1.12.HistoryNM.5.b | Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.  |
| 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.HistoryUP.5.a | Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.  |
| 6.1.12.HistoryCA.5.a | Assess the effectiveness of public education in fostering national unity and American values and in   |

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|   | helping people meet their economic needs and expectations.   |
| 6.1.12.CivicsDP.6.a   | Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women’s suffrage, and the temperance movement).   |
| 6.1.12.CivicsDP.6.b   | 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.   |
| 6.1.12.GeoGM.6.a  | Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.  |
| 6.3.12.CivicsHR.1   | Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.  |
| 6.3.12.HistoryCA.2  | Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.  |
| <p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• In the 1800’s, why do white settlers move West and how did this contribute to Native Americans losing their lands?</li> <li>• How did railroads help settle the west and influence immigration?</li> <li>• How did business tycoons, technological innovations, and Social Darwinism lead to corrupt politicians, poor working conditions, a rise in unionism and a call for reforms?</li> <li>• As the 20th century begins,</li> </ul> | <p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students will understand what, when, why and how Americans settled the West..</li> <li>• Students will understand how continental railroads were built and funded.</li> <li>• Students will understand how a hands off approach by the government towards early businessmen like Carnegie, Rockefeller and Westinghouse led to massive technological growth throughout the nation.</li> <li>• Students will understand how massive, unregulated growth led to corruption and eventually brought about a need for regulations in business, politics and environmental safeguards.</li> <li>• Students will understand that protests and</li> </ul> |

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| <p>what changes in American culture and mass media, contribute to protests?</p>  | <p>unionism came about to help the lower and middle class gain power.</p>  |
| <p><b>Unit Objectives:</b><br/><i>Students will know....</i></p> <ul style="list-style-type: none"> <li>• Students will know how to analyze the settlement of the Great Plains during the late 1800s and examine Native American policies, private property rights, and the Populist movement.</li> <li>• Students will know how to analyze the effects of various scientific discoveries and manufacturing innovations on the nature of work, the American labor movement, and businesses.</li> <li>• Students should know the economic, social, and political effects of immigration and to understand the immigrant experience.</li> <li>• Students should know how to analyze significant turn-of-the-20th-century trends in such areas as technology, education, race relations, and mass culture.</li> </ul> | <p><b>Unit Objectives:</b><br/><i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>• Students will be able to contrast the cultures of Native American and white settlers and explain why white settlers moved west.</li> <li>• Students will be able to identify restrictions imposed by the government on Native Americans and describe the consequences of the government's policy of assimilation as well as continuing conflicts between Native Americans and settlers.</li> <li>• Students will be able to trace the development of the cattle industry, describe both the myth and the reality of the American cowboy and explain the end of the open range.</li> <li>• Students will be able to explain the rapid settlement of the Great Plains, and describe how early settlers survived on the plains and transformed them into profitable farm land.</li> <li>• Students will be able to identify the problems farmers faced and their cooperative effort to solve them.</li> <li>• Students will be able to explain the rise and fall of the Populist Party.</li> <li>• Students will be able to explain how the abundance of natural resources, new recovery and refining methods, and new uses for them led to intensive industrialization.</li> <li>• Students will be able to identify inventions that changed the way people lived and worked.</li> <li>• Students will be able to identify the role of the railroads in unifying the country, list positive and negative effects of railroads on the nation's economy and summarize reasons for, and outcomes of, the demand</li> </ul> |

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|  | <p>for railroad reform.</p> <ul style="list-style-type: none"><li>• <b>Students will be able to identify management and business strategies that contributed to the success of business tycoons such as Andrew Carnegie, explain Social Darwinism and its effects on society, summarize the emergence and growth of unions and explain the violent reactions of industry and government to union strikes</b></li><li>• <b>Students should be able to identify immigrants' countries of origins, describe the journey immigrants endured and their experiences at the United States immigrations stations and examine the causes and effects of the nativists' and anti-immigrant sentiments.</b></li><li>• <b>Students should be able to describe the movement of immigrants to cities and the opportunities they found there, explain how cities dealt with housing, transportation, sanitation, and safety issues.</b></li><li>• <b>Students should be able to describe some of the organizations and people who offered help to urban immigrants.</b></li><li>• <b>Students should be able to explain the role of political machines and political bosses, describe how some politicians' greed and fraud cost taxpayers millions of dollars, describe the measures taken by presidents Hayes, Garfield and Arthur to reform the spoils system and explain the positions taken by presidents Cleveland, Harrison, and McKinley on the tariff issue.</b></li><li>• <b>Students will be able to describe the impact of technological advances on turn-of-the-20th-century urban planning and summarize turn of the century communication innovations.</b></li><li>• <b>Students will be able to analyze the expansion of public education at the turn-of-the-20th-century, and describe the growth of higher education.</b></li><li>• <b>Students will be able to trace the historical underpinnings of legalized segregation and the African-American struggle against</b></li></ul> |
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|  | <p><b>racism in the United States, summarize turn-of-the-20th-century race relations in the North and the South, and identify discrimination against minorities in the American West.</b></p> <ul style="list-style-type: none"><li>• <b>Students will be able to give examples of turn-of-the-20th-century leisure activities and popular sports, analyze the spread of mass culture in the United States at the turn of the 20th century, and describe turn-of-the-20th-century innovations in marketing and advertising.</b></li></ul> |
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