

Paulsboro Schools



Curriculum

<US History I >

Grade <10>

<2012 - 2013>

*** For adoption by all regular education programs
Board Approved: 9-2012
as specified and for adoption or adaptation by
all Special Education Programs in accordance
with Board of Education Policy.**

PAULSBORO SCHOOL DISTRICT

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Paulsboro Schools Mission Statement

The mission of the Paulsboro School District is to provide each student educational opportunities to assist in attaining their full potential in a democratic society.

Our instructional programs will take place in a responsive, community based school system that fosters respect among all people.

Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS

Introduction/Philosophy: SOCIAL STUDIES

The Paulsboro Public Schools are committed to providing all students with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of Social Studies focuses on the deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Classroom instruction will include the natural integration of technology, which will allow our students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The Paulsboro Public School District is committed to providing authentic learning experiences that enable our students to apply content knowledge, develop citizenship skills, and collaborate with other students to prepare them for the 21st century workplace. This curriculum guide is designed to be a resource for staff members and to provide guidance in the planning, delivery, and assessment of Social Studies instruction.

Educational Goals (taken from NJCCCS)

- (1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.
- (2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.
- (3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.
- (4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

The New Jersey Core Curriculum Content Standards for **Science** were revised in **2009**. The Cumulative Progress Indicators (CPI's) referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Core Curriculum Content Standards for Mathematics may also be found at:

<http://www.njcccs.org/search.aspx>

clicking on this link will take you here:

The screenshot shows the search interface for the New Jersey Core Curriculum Content Standards. The page title is "Academic Standards 2009 New Jersey Core Curriculum Content Standards". The search criteria section includes:

- Standards Search Criteria**
- Select Format Option:** Standards Learning Progressions/Horizontal Matrix
- Select Content Area:** Science
- Select Grade(s):** Preschool through 9 - 12
- Select Standard(s):** All, 5.1- Science Practices, 5.2- Physical Science, 5.3- Life Science, 5.4- Earth Systems Science
- Select Strand(s):** [Dropdown menu]
- Buttons:** Search, Clear Search

The **Download Options** section includes:

- 21st Century Units
- Classroom Application Documents (CADs)
- * Content Area selection required. All other options are not applicable to Units or CADs at this time.

Callouts provide instructions:

- "Pick your content area" points to the "Select Content Area" dropdown.
- "Select the grade level you're working on here" points to the "Select Grade(s)" dropdowns.
- "Select all to see all the standards that apply" points to the "All" checkbox under "Select Standard(s)".
- "Click search to start process" points to the "Search" button.
- "Find CPI's, assessments, and resources here" points to the "Download Options" section.

At the bottom, there is a "Keyword Site Search" section with a "Keyword:" input field and a "Search" button. The footer contains links for "Contact Us", "Privacy Notice", "Legal Statement", and "Accessibility Statement".

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

New Jersey State Department of Education Core Curriculum Content Standards

A note about Science Standards and Cumulative Progress Indicators:

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<http://www.njcccs.org/search.aspx>

The next portion of this document deals with identifying the Essential questions, Enduring Understanding and Conceptual Understandings. These are the big ideas, important concepts that you want students to leave with.... The things they need to know in order to master the concept being taught. You can find these essential questions in the NJCCCS at the website above

We took a guess and assumed that each quarter, or marking period, would have about 4 big ideas to cover. You may have more or less. You can add or delete boxes as necessary.

Content Area		Science	
Standard		5.1 Science Practices: All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.	
Strand		A. Understand Scientific Explanations : Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.	
end of grade	Content Statement	CPI#	Cumulative Progress Indicator (CPI)
P	Who, what, when, where, why, and how questions form the basis for young learners' investigations during sensory explorations, experimentation, and focused inquiry.	5.1.P.A.1	Display curiosity about science objects, materials, activities, and longer-term investigations in progress.
4	Fundamental scientific concepts and principles and the links between them are more useful than discrete facts.	5.1.4.A.1	Demonstrate understanding of the interrelationships among fundamental concepts in the physical, life, and Earth systems sciences.

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US History I

Scope and Sequence Map

Quarter 1	Quarter 2
<p>Big Idea: Political Revolution</p> <ul style="list-style-type: none"> A. Colonization and Colonial Life B. Causes for Revolution <ul style="list-style-type: none"> 1. Social 2. Political 3. Economic C. The Revolutionary War D. Winning Independence E. The Articles of Confederation 	<p>Big Idea: Political Development</p> <ul style="list-style-type: none"> A. Problems with the Articles of Confederation B. The Constitution <ul style="list-style-type: none"> 1. Three Branches of Government 2. Amending the Constitution 3. Checks and Balances 4. The Legislative Process 5. Bill of Rights C. Ratifying the Constitution D. Implementation of the Constitution E. Living Document (Other Amendments) F. Challenges at Home and Abroad G. The War of 1812
Quarter 3	Quarter 4
<p>Big Idea: Expansion</p> <ul style="list-style-type: none"> A. Debating the Nation's Course B. Jefferson Looks West <ul style="list-style-type: none"> 1. Louisiana Purchase 2. Lewis and Clark Expedition C. Changing South and West D. Conquest of Native Americans E. The West <ul style="list-style-type: none"> 1. Cowboys and Ranchers 2. Farming the Frontier 3. Mining and Lumbering 4. Impact of the Frontier F. Manifest Destiny/Western Land Acquisitions <ul style="list-style-type: none"> 1. California 2. Mexican War <p style="text-align: right;"><i>(Continued on next page ↓)</i></p>	<p>Big Idea: Conflict and Compromise (Cont.)</p> <ul style="list-style-type: none"> C. The Civil War D. The South Surrenders (Union Victorious) E. Reconstruction <ul style="list-style-type: none"> 1. Emancipation 2. Congressional Reconstruction 3. The Changing South <p style="text-align: right;"><i>(Continued on next page ↓)</i></p>

3. Gadsden Purchase

Quarter 3 (Cont.)

Big Idea: Conflict and Compromise

- A. Roots of Conflict
 - 1. Sectional Differences
 - 2. Extension of Slavery
 - 3. Kansas-Nebraska Act / Bleeding Kansas
 - 4. Election of 1860
- B. Secession of the South

(Continue into 4th Quarter)

Quarter 4 (Cont.)

Big Idea: Social Revolutions and Reforms

- A. Jackson Era Reforms
- B. Industrial Revolution
 - 1. Development of Industry / New Invention
 - 2. Rise of Cities / City Life
 - 3. Immigration
 - 4. Labor Movement
 - 5. urban Poor
 - 6. The New Rich (Robber Barons)
- C. Progressive Era
 - 1. Progressive Presidents
 - 2. U.S. Imperialism
 - 3. Progressive Legislation
 - 4. Government and Business

The next portion of this document deals with management of curriculum. Essential Questions, Enduring Understandings, and Sample Conceptual Understandings can be taken from the NJCCCS for each discipline found at:

<http://www.nj.gov/education/aps/cccs/>

Suggestions for Instructional tools/ materials/technology/ resources/ learning activities/ Inter-discipline Activities and assessment models can be found in the CPI's (Cumulative Progress Indicators) portion of the NJCCCS; or may be materials you already use. If you chose to use your own materials they need to be of equal or better quality and at the same high cognitive levels that are noted in the parenthesis in the CPI's.

Depending upon the needs of the class, the assessment questions may be answered in the form of essays, quizzes, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teachers.

You need to have one page like this for every Big Idea you identified on the Scope and Sequence Map pages of this document.

This page has been added to help with clarity of purpose for the curriculum writer. It may be deleted when the document is complete.

Curriculum Management System – Big Idea 1

<p>US History I Grade 10</p>	<p>Suggested days of instruction -- 35</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators</p> <p>The student will be able to:</p> <p>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.a)</p> <p>Analyze how gender, property ownership, religion, and legal status affected political rights. (6.1.12.A.1.b)</p> <p>Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World. (6.1.12.B.1.a)</p> <p>Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. (6.1.12.C.1.a)</p> <p>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</p>	<p>Big Idea 1 Political Revolution</p>	
	<p>Topics: English Colonies in America The American Revolution</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</p> <p>(2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</p> <p>(4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>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.</p>	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How did the American colonists adapt the British governance structure to fit their own ideas of individual rights, economic growth, and participation in government? 2. Was colonial America democratic? 3. How did Geography affect the development of colonial America? 4. How did slaves, indentured servants, and immigrant labor contribute to the economic development of the American colonies? 	<p>Learning Activities:</p> <p>Guided reading activities Web quests Open-ended questions Creative writing activities PowerPoint presentations / Note taking Group discussions Video clips</p>

economic development in the American colonies. (6.1.12.C.1.b)

Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. (6.1.12.A.2.a)

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.b)

Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering. (6.1.12.C.2.a)

Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation. (6.1.12.C.2.b)

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

5. How was the Declaration of Independence the basis for American Government?

6. How was the American Revolution financed?

7. How did the American Revolution change the world? (Who suffered? Who profited?)

Enduring Understanding:

A. Civics, Government, and Human Rights

B. Geography, People, and the Environment

C. Economics, Innovation, and Technology

D. History, Culture, and Perspectives

Conceptual Understanding:

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.a)

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

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

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

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. (6.1.12.C.1.b)

Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. (6.1.12.A.2.a)

Assessment Models:

Tests

Quizzes

Projects

Presentations

Booklets

Essays

Additional resources:

Textbooks and associated resources

School library resources

History.com

Maps/ globes

Youtube.com

Movie clips

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.b)

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

Curriculum Management System - Big Idea 2

<p>US History I Grade 10</p>	<p>Suggested days of instruction -- 40</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>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.c)</p> <p>Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. (6.1.12.A.2.d)</p> <p>Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. (6.1.12.A.2.e)</p> <p>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.A.2.f)</p> <p>Explain why American ideals put forth in the Constitution (i.e., due</p>	<p>Big Idea 2 Political Development</p>	
	<p>Topics: Making the Constitution Testing the Republic</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</p> <p>(2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</p> <p>(4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>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.</p> <p>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.</p>	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Did the Articles of Confederation provide the U.S. with an effective government? 2. Could the Constitution be written without compromise? 3. Does our state or federal government have a 	<p>Learning Activities:</p> <p>Guided reading activities Web quests Open-ended questions Creative writing activities PowerPoint presentations / Note taking</p>

process, rule of law, and individual rights) have been denied to different groups of people throughout time. (6.1.12.D.2.b)

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

Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. (6.3.8.D.1)

Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. (6.3.12.C.1)

Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. (6.3.12.D.1)

- greater impact on our lives?
4. Does the system of checks and balances provide us with an effective and efficient government?
 5. Does separation of powers and checks & balances make our government work too slowly?
 6. Why has the Constitution often been referred to as a "living document?"
 7. Are individual rights more important than security and safety?
 8. Was George Washington successful in launching the new government?
 9. Are political parties good for our nation?
 10. Is suppression of public opinion ever justified?

Enduring Understanding:

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Conceptual Understanding:

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.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.d)

Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. (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. (6.1.12.A.2.f)

Group discussions
Video clips

Assessment Models:

Tests
Quizzes
Projects
Presentations
Booklets
Essays

Additional resources:

Textbooks and associated resources
School library resources
History.com
Maps/ globes
Youtube.com
Movie clips

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.b)

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

Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. (6.3.8.D.1)

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Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. (6.3.12.D.1)

Curriculum Management System – Big Idea 3

<p>US History I Grade 10</p>	<p>Suggested days of instruction -- 30</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>Explain the consequences to Native American groups of the loss of their land and people. (6.1.12.D.1.a)</p> <p>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.a)</p> <p>Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. (6.1.12.B.2.b)</p> <p>Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. (6.1.12.A.3.a)</p> <p>Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with</p>	<p>Big Idea 3 Expansion</p>	
	<p>Topics: The Expanding Nation New Frontiers and New Resources</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</p> <p>(2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</p> <p>(4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>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.</p> <p>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.</p>	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Should the U.S. have allowed Native Americans to retain their tribal identity or tribal lands? 2. How has the U.S. attempted to account for regional 	<p>Learning Activities:</p> <p>Guided reading activities Web quests Open-ended questions</p>

Mexico, and Native American removal) was influenced by perceived national interest. (6.1.12.A.3.b)

Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. (6.1.12.A.3.e)

Assess the impact of Western settlement on the expansion of United States political boundaries. (6.1.12.B.3.a)

Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. (6.1.12.D.3.a)

Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. (6.3.12.A.1)

differences while striving to create an American identity?

3. How did expansion create opportunity for some and hardship for others?
4. Does the United States have a mission to expand freedom and democracy?
5. Was the Monroe Doctrine a policy of expansion or self-defense?
6. How has the definitions of freedom and equality for “all” changed over the course of our nation’s History?

Enduring Understanding:

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Conceptual Understanding:

Explain the consequences to Native American groups of the loss of their land and people. (6.1.12.D.1.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.a)

Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. (6.1.12.B.2.b)

Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. (6.1.12.A.3.a)

Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. (6.1.12.A.3.b)

Creative writing activities
PowerPoint presentations / Note taking
Group discussions
Video clips

Assessment Models:

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Presentations
Booklets
Essays

Additional resources:

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Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. (6.1.12.A.3.e)

Assess the impact of Western settlement on the expansion of United States political boundaries. (6.1.12.B.3.a)

Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. (6.1.12.D.3.a)

Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. (6.3.12.A.1)

Curriculum Management System – Big Idea 4

<p>US History I Grade 10</p>	<p>Suggested days of instruction -- 35</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. (6.1.12.A.3.f)</p> <p>Analyze the various rationales provided as a justification for slavery. (6.1.12.A.3.h)</p> <p>Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement. (6.1.12.A.3.i)</p> <p>Assess 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.D.3.c)</p> <p>Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions</p>	<p>Big Idea 4 Conflict and Compromise</p>	
	<p>Topics: The Civil War Reconstruction</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</p> <p>(2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</p> <p>(4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>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.</p> <p>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.</p>	
	<p>Essential Questions:</p> <p>1. Should states have the right to ignore the laws of the national government?</p>	<p>Learning Activities:</p> <p>Guided reading activities Web quests</p>

(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.A.4.a)

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. (6.1.12.A.4.b)

Evaluate how political and military leadership affected the outcome of the Civil War. (6.1.12.A.4.c)

Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. (6.1.12.A.4.d)

Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War. (6.1.12.B.4.a)

Analyze the impact of population shifts and migration patterns during the Reconstruction period. (6.1.12.B.4.b)

Assess the role that economics played in enabling the North and South to wage war. (6.1.12.C.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.C.4.b)

2. Can legislative compromise solve moral issues?
3. What caused the Civil War?
4. Could the United States have grown or even survived had it not been for slavery?
5. Was the Civil War worth its costs?
6. Was it possible to have a peaceful reconciliation after the Civil War?
7. Was Reconstruction effective?
8. Does Abraham Lincoln deserve to be called the "Great Emancipator?"
9. Does racial equality depend upon government action?

Enduring Understanding:

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Conceptual Understanding:

Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. (6.1.12.A.3.f)

Analyze the various rationales provided as a justification for slavery. (6.1.12.A.3.h)

Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement. (6.1.12.A.3.i)

Assess 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.D.3.c)

Analyze the ways in which prevailing attitudes,

Open-ended questions
Creative writing activities
PowerPoint presentations / Note taking
Group discussions
Video clips

Assessment Models:

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Booklets
Essays

Additional resources:

Textbooks and associated resources
School library resources
History.com
Maps/ globes
Youtube.com
Movie clips

Explain why the Civil War was more costly to America than previous conflicts were. (6.1.12.C.4.c)

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

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.b)

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.c)

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

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. (6.1.12.D.4.e)

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 such problems are universal. (6.3.12.A.2)

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.A.4.a)

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. (6.1.12.A.4.b)

Evaluate how political and military leadership affected the outcome of the Civil War. (6.1.12.A.4.c)

Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. (6.1.12.A.4.d)

Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War. (6.1.12.B.4.a)

Analyze the impact of population shifts and migration patterns during the Reconstruction period. (6.1.12.B.4.b)

Assess the role that economics played in enabling the North and South to wage war. (6.1.12.C.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.C.4.b)

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

Compare and contrast the impact of the American Civil War and the impact of a past or current civil war

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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.c)

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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 such problems are universal. (6.3.12.A.2)

Curriculum Management System Big Idea 5

<p>US History I Grade 10</p>	<p>Suggested days of instruction -- 40</p>	
<p>Objective/ Cluster Concept/ Cumulative Progress Indicators The student will be able to:</p> <p>Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations. (6.1.12.D.2.d)</p> <p>Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. (6.1.12.A.3.d)</p> <p>Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. (6.1.12.C.3.a)</p> <p>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.C.3.b)</p> <p>Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</p>	<p>Big Idea 5: Social Revolutions and Reforms</p>	
	<p>Topics: The Emergence of Industrial America Urban American Society Gilded Age and Progressive Era Reforms</p>	
	<p>Overarching Goals:</p> <p>(1) Develop students who are civic minded, globally aware, socially responsible, and able to recognize the implications of an interconnected global economy.</p> <p>(2) Investigate and utilize emerging technologies to communication and collaborate on career and personal matter with citizens of other world regions.</p> <p>(3) Analyze and evaluate multiple perspectives, value diversity, promote cultural understanding, and appreciate the global dynamics between people, places, and resources.</p> <p>(4) Demonstrate informed decisions about local, state, national, and global events based on inquiry and analysis, and exemplify the fundamental values of American Citizenship.</p>	
	<p>Goals:</p> <p>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.</p> <p>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.</p>	
	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How has rapid industrialization been a blessing and a curse for America? 2. Should business be regulated closely by the government? 	<p>Learning Activities:</p> <p>Guided reading activities Web quests Open-ended questions Creative writing activities</p>

(6.1.12.D.3.b)

Analyze the role education played in improving economic opportunities and in the development of responsible citizens. (6.1.12.D.3.d)

Determine the impact of religious and social movements on the development of American culture, literature, and art. (6.1.12.D.3.e)

Relate industrial growth to the need for social and governmental reforms. (6.1.12.A.5.a)

Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. (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. (6.1.12.A.5.c)

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.B.5.a)

Assess the impact of rapid urbanization on the environment and on the quality of life in cities. (6.1.12.B.5.b)

3. Can workers attain economic justice without violence?
4. How has immigration been the key to America's success?
5. Did America fulfill the dreams of immigrants?
6. How have technological developments transformed the economy and the environment.
7. Should businesses be allowed to combine in order to reduce competition?
8. What role has education played in improving economic opportunities?
9. Did Populism provide an effective solution for the nation's problems?
10. Can reform movements improve American society and politics?
11. Does the government have a responsibility to help the needy?
12. Should the U.S. have acquired possessions overseas? (Was U.S. imperialism justifiable?)

Enduring Understanding:

- A. Civics, Government, and Human Rights
- B. Geography, People, and the Environment
- C. Economics, Innovation, and Technology
- D. History, Culture, and Perspectives

Conceptual Understanding:

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

Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. (6.1.12.A.3.d)

Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey

PowerPoint presentations / Note taking
Group discussions
Video clips

Assessment Models:

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Essays

Additional resources:

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Maps/ globes
Youtube.com
Movie clips

Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. (6.1.12.C.5.a)

Compare and contrast economic development of the North, South, and West in the post-Civil War period. (6.1.12.C.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.C.5.c)

Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. (6.1.12.D.5.a)

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. (6.1.12.D.5.b)

Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. (6.1.12.D.5.c)

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

and the nation. (6.1.12.C.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.C.3.b)

Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. (6.1.12.D.3.b)

Analyze the role education played in improving economic opportunities and in the development of responsible citizens. (6.1.12.D.3.d)

Determine the impact of religious and social movements on the development of American culture, literature, and art. (6.1.12.D.3.e)

Relate industrial growth to the need for social and governmental reforms. (6.1.12.A.5.a)

Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. (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. (6.1.12.A.5.c)

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.B.5.a)

Assess the impact of rapid urbanization on the environment and on the quality of life in cities. (6.1.12.B.5.b)

Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods,

Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. (6.1.12.A.6.a)

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. (6.1.12.A.6.b)

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

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

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.C.6.c)

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.a)

Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents

and explain the positive or negative impact of these practices on the nation and on individuals. (6.1.12.C.5.a)

Compare and contrast economic development of the North, South, and West in the post-Civil War period. (6.1.12.C.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.C.5.c)

Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. (6.1.12.D.5.a)

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. (6.1.12.D.5.b)

Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. (6.1.12.D.5.c)

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

Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. (6.1.12.A.6.a)

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. (6.1.12.A.6.b)

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

contributed to the United States becoming a world power. (6.1.12.D.6.b)

Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. (6.1.12.D.6.c)

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

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.C.6.c)

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.a)

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. (6.1.12.D.6.b)

Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. (6.1.12.D.6.c)

Course Benchmarks

Students will be able to:

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.a)

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

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

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

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. (6.1.12.C.1.b)

Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. (6.1.12.A.2.a)

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.b)

Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering. (6.1.12.C.2.a)

Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation. (6.1.12.C.2.b)

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

Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. (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. (6.1.12.A.2.f)

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.b)

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

Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. (6.3.8.D.1)

Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders. (6.3.12.C.1)

Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights. (6.3.12.D.1)

Explain the consequences to Native American groups of the loss of their land and people. (6.1.12.D.1.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.a)

Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. (6.1.12.B.2.b)

Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. (6.1.12.A.3.a)

Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. (6.1.12.A.3.b)

Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. (6.1.12.A.3.e)

Assess the impact of Western settlement on the expansion of United States political boundaries. (6.1.12.B.3.a)

Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. (6.1.12.D.3.a)

Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials. (6.3.12.A.1)

Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. (6.1.12.A.3.f)

Analyze the various rationales provided as a justification for slavery. (6.1.12.A.3.h)

Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement. (6.1.12.A.3.i)

Assess 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.D.3.c)

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. (6.1.12.A.4.a)

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. (6.1.12.A.4.b)

Evaluate how political and military leadership affected the outcome of the Civil War. (6.1.12.A.4.c)

Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. (6.1.12.A.4.d)

Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War. (6.1.12.B.4.a)

Analyze the impact of population shifts and migration patterns during the Reconstruction period. (6.1.12.B.4.b)

Assess the role that economics played in enabling the North and South to wage war. (6.1.12.C.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.C.4.b)

Explain why the Civil War was more costly to America than previous conflicts were. (6.1.12.C.4.c)

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

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.b)

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.c)

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

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. (6.1.12.D.4.e)

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 such problems are universal. (6.3.12.A.2)

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

Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. (6.1.12.A.3.d)

Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. (6.1.12.C.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.C.3.b)

Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. (6.1.12.D.3.b)

Analyze the role education played in improving economic opportunities and in the development of responsible citizens. (6.1.12.D.3.d)

Determine the impact of religious and social movements on the development of American culture, literature, and art. (6.1.12.D.3.e)

Relate industrial growth to the need for social and governmental reforms. (6.1.12.A.5.a)

Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. (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. (6.1.12.A.5.c)

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.B.5.a)

Assess the impact of rapid urbanization on the environment and on the quality of life in cities. (6.1.12.B.5.b)

Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals. (6.1.12.C.5.a)

Compare and contrast economic development of the North, South, and West in the post-Civil War period. (6.1.12.C.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.C.5.c)

Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period. (6.1.12.D.5.a)

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. (6.1.12.D.5.b)

Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. (6.1.12.D.5.c)

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

Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice. (6.1.12.A.6.a)

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. (6.1.12.A.6.b)

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

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

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.C.6.c)

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.a)

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. (6.1.12.D.6.b)

Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment. (6.1.12.D.6.c)