

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 2	Era 3. Expansion and Reform (1801–1861)	45-50 Days
NJSLS - United States History: America in the World 6.1 Disciplinary Strand: Disciplinary Concept:		Recommended Activities: <ul style="list-style-type: none"> • Do Nows - Exit Tickets • DBQ: How Democratic Was Andrew Jackson? • Geography of North America in 1800 <ul style="list-style-type: none"> ◦ Geographical and Historical Context • Louisiana Purchase <ul style="list-style-type: none"> ◦ Analysis: What was the impact of the Louisiana Purchase on the United States? • Louisiana Purchase - Jefferson's Motivations <ul style="list-style-type: none"> ◦ Analysis: What motivated President Jefferson to negotiate the Louisiana Purchase? • Indian Removal Act Stations <ul style="list-style-type: none"> ◦ Using Evidence: What were the arguments for and against the Indian Removal Act? • Monroe Doctrine <ul style="list-style-type: none"> ◦ Analysis: What did the Monroe Doctrine say? How did it shape early US foreign policy? • Enslaved Peoples of the early 1800's <ul style="list-style-type: none"> ◦ Using Evidence: How and why did the institution of slavery grow in the early 1800's? • Early Women's Rights Movement <ul style="list-style-type: none"> ◦ Analysis: What were the arguments for and against women participating in the abolitionist movement? How did the abolitionist movement lead to the early women's rights movement? • Compare and contrast reform movements of the 1840s with select reform movements of the 2020s • Abolition Movement
Core Ideas:	Performance Expectation:	
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level	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.	
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.Civics.DP.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	

	<p>(i.e., the 1844 State Constitution, abolition, women's rights, and temperance).</p> <p>6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>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.</p>	<ul style="list-style-type: none"> ○ Analysis: What antislavery arguments did abolitionists make? <p><u>Optional Extension Activities:</u></p> <ul style="list-style-type: none"> ● DBQ: The Trail of Tears: Why Were the Cherokee Removed? ● Lewis and Clark <ul style="list-style-type: none"> ○ Evaluating Sources: How did the Lewis and Clark journey impact Native Americans? ● Erie Canal <ul style="list-style-type: none"> ○ Using Evidence: What was the impact of the Erie Canal? ● Nat Turner's Rebellion <ul style="list-style-type: none"> ○ Evaluating Sources: How reliable are the primary source documents about Nat Turner's rebellion? Whose perspective is missing?
<p>Maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics</p>	<p>6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.</p>	<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> ● Science: Study the differing lands acquired in the Louisiana Purchase ● Language Arts: The Adventures of Tom Sawyer ● Fashion: The racoon hat. ● Economics: What does an influx of resources do to a market?
<p>Resources impact what is produced and employment opportunities.</p>	<p>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.</p>	<p><u>New Jersey Legislative Statutes and Administrative.</u></p>
<p>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment,</p>	<p>6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created</p>	

resource allocation, income distribution, and culture	international markets, and affected the environment in New Jersey and the nation.	
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.	
To better understand the historical perspective, one must consider historical context.	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).	
Complex interacting factors influence people's perspective.	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	
Evidence from multiple relevant historical sources and interpretations can be used to	6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and	

develop a reasoned argument about the past.	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.	
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.	
NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:		
Core Ideas:	Performance Expectation:	<u>Unit Overarching Essential Question:</u> <ul style="list-style-type: none">● A. Civics, Government, and Human Rights<ul style="list-style-type: none">○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility,equality, and respect for human dignity?● B. Geography, People, and the Environment
Political and civil institutions impact all aspects of people’s lives	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	
Governments have different structures which impact development (expansion) and civic participation.	6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history	

	<p>and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information</p>	<ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function? ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p>Members of society have the obligation to become informed of the facts regarding public</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals</p>	

<p>issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers,</p>	

	<p>checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: 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.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
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Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.	
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.	6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation). 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).	
Social Studies Practices		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	

<ul style="list-style-type: none"> • Self- awareness • Social Awareness • Self- Management • Relationship Skills • Responsible Decision-Making 	<ul style="list-style-type: none"> • Recognizing the importance of self-confidence in handling daily tasks and challenges. • Demonstrate an awareness of the expectations for social interactions in a variety of ways. • Demonstrate an understanding of the need for mutual respect when viewpoints differ. • Recognize the skills needed to establish and achieve personal and educational goals. • Utilize positive communication and social skills to interact effectively with others. • Develop, implement, and model effective problem solving and critical thinking skills. 	
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Do Nows - Exit Tickets • DBQ: How Democratic Was Andrew Jackson? • Geography of North America in 1800 <ul style="list-style-type: none"> ◦ Geographical and Historical Context • Louisiana Purchase 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> • District Assessment <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Document Analysis - Research various topics of the • DBQ: How Democratic Was Andrew Jackson? <ul style="list-style-type: none"> ◦ Essay/Objectives/Debate/Project 	

<ul style="list-style-type: none">○ Analysis: What was the impact of the Louisiana Purchase on the United States?● Louisiana Purchase - Jefferson's Motivations<ul style="list-style-type: none">○ Analysis: What motivated President Jefferson to negotiate the Louisiana Purchase?● Indian Removal Act Stations<ul style="list-style-type: none">○ Using Evidence: What were the arguments for and against the Indian Removal Act?● Monroe Doctrine<ul style="list-style-type: none">○ Analysis: What did the Monroe Doctrine say? How did it shape early US foreign policy?● Enslaved Peoples of the early 1800's<ul style="list-style-type: none">○ Using Evidence: How and why did the institution of slavery grow in the early 1800's?● Early Women's Rights Movement<ul style="list-style-type: none">○ Analysis: What were the arguments for and against women participating in the abolitionist movement? How did the abolitionist movement lead to the early women's rights movement?● Abolition Movement<ul style="list-style-type: none">○ Analysis: What anti-slavery arguments did abolitionists make?● Newsela Articles● Image Analysis & Graphic Organizers/Gallery Walk● Map Skills Assignments● Analyzing Political Cartoons● Identify and summarize points of view● Online Games: Quizizz and Quizlet for content and vocabulary respectively● Quizzes● Flip Books● Debates/Discussions● Data Based Questions● Document Based Questions● Small and large group discussions	<ul style="list-style-type: none">● Tests/Assessments
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<ul style="list-style-type: none">● Peer reviews● View films● Listen to audio● Conduct interviews● Simulations● Analyze statistics● Policy analysis and recommendations● Persuasive/Expository Writing Prompts			
Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none">● Prentice Hall, <i>United States History: New Jersey Edition</i>● Prentice Hall, <i>A History of the United States</i>● McDougal Littell, <i>The Americans</i>● Pearson, <i>The African-American Odyssey</i>● Pearson’s Pacemaker Series, United States History● Teacher’s Curriculum Institute: History Alive!● Amistad Curriculum● Holocaust & Genocide Education Curriculum● DBQ Online● JStor	<ul style="list-style-type: none">● Skill building activities● Pearson’s Pacemaker Series● DBQ Online● ProEd Shorts● NewsELA● Videos● Leveled Assessments● Choice Boards	<ul style="list-style-type: none">● Bilingual dictionary● Modified assessments and/or rubric● Videos in their native language● Pearson’s Pacemaker Series● ProEd Shorts● NewsELA	<ul style="list-style-type: none">● Leveled readings● Novels; periodicals● Leveled Assessments● Enrichment activities & projects● Choice Boards● Inquiry projects● Genius Hour Projects

<ul style="list-style-type: none"> • NewsELA • Cicero: History Beyond the Textbook • ArcGIS 			
Supplemental Resources			
Technology: <ul style="list-style-type: none"> • Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, Other: <ul style="list-style-type: none"> • Novels, Periodicals, Maps, artifacts, JStor, ARC's Research Lab, NewsELA, DBQ Online 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic • Provide individual instruction as needed • Modify assessments and/or rubrics • Repeat instructions as needed 	<ul style="list-style-type: none"> • Skill building activities • Leveled Assessments • Choice Boards • Multi-sensory (VAKT) approach during instruction • Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) • Modify test content and/or format 	<ul style="list-style-type: none"> • Modified activities • Extend time requirements • Preferred seating • Checks for understanding/review • Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary • Modified assessments and/or rubric • Reading materials in the 	<ul style="list-style-type: none"> • Curriculum compacting & acceleration • Leveled readings • Leveled Assessments • Enrichment activities & projects • Choice Boards • Inquiry projects

	<ul style="list-style-type: none"> ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Oral rather than written answers 	<ul style="list-style-type: none"> ● native language ● Watching videos in the native language 	
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NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS <ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	Disciplinary Concepts: <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	
	Core Ideas:	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career</p>

		planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.
	<i>Performance Expectation/s:</i>	Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)
	Career Readiness, Life Literacies, & Key Skills Practices	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> • Critical Thinking & Problem Solving • Creativity and Innovation • Collaboration, Teamwork and Leadership • Cross-Cultural Understanding and Interpersonal Communications • Communication and Media Fluency • Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>	

Content Area: Social Studies (NJSLS-CHPE 6.1, 6.3) Grades K - 12
Grade: 10

Dev. Date:

	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>		Standards in Action: <i>Climate Change</i>
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