

Marking Period	Unit Title	Recommended Instructional Days
Marking Period 4	ERA 6: The Emergence of Modern America: Progressive Reforms (1890-1930)	30-35 Days
<p><b>NJSLS - United States History: America in the World 6.1</b></p> <p><b>Disciplinary Strand:</b>  <b>Disciplinary Concept:</b></p>		
<i>Core Ideas:</i>	<i>Performance Expectation:</i>	
<p><b>Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</b></p>	<p>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).</p> <p>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</p>	

<p><b>Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect citizens' rights.</b></p>	<p>6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p>	
<p><b>Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions</b></p>	<p>6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p>	
<p><b>Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture</b></p>	<p>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.</p>	
<p><b>Since most choices involve a little more of one thing and a little less of something else, economic decision making includes weighing the additional benefit of the action against the additional cost.</b></p>	<p>6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.</p>	

<p><b>Governments and financial institutions influence monetary and fiscal policies.</b></p>	<p>6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals</p>	
<p><b>There are multiple and complex causes and effects of historical events.</b></p>	<p>6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.</p>	
<p><b>Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.</b></p>	<p>6.1.12.HistoryCC.6.c: 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.</p> <p>6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).</p>	

<p><b>Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past</b></p>	<p>6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.</p>	
<p><b>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</b></p>		
<p><i>Core Ideas:</i></p>	<p><i>Performance Expectation:</i></p>	<p><b><u>Unit Overarching Essential Question:</u></b></p> <ul style="list-style-type: none"> <li>● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> <li>○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> </ul> </li> <li>● B. Geography, People, and the Environment <ul style="list-style-type: none"> <li>○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> </ul> </li> <li>● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> <li>○ 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?</li> <li>○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> </ul> </li> </ul>
<p><b>Political and civil institutions impact all aspects of people's lives</b></p>	<p>6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.</p>	
<p><b>Governments have different structures which impact development (expansion) and civic participation.</b></p>	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history 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"> <li>● D. History, Culture, and Perspectives <ul style="list-style-type: none"> <li>○ 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?</li> <li>○ 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?</li> </ul> </li> </ul>
<p><b>Civic participation and deliberation are the responsibility of every member of society</b></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><u><b>Do News/Exit Tickets</b></u></p> <p><u><b>❖ Small Group and Large Group Discussions</b></u></p> <p><u><b>❖ Primary Source Analysis</b></u></p> <p><u><b>❖ Constructed Responses</b></u></p> <p><u><b>❖ Essay Writing</b></u></p>
<p><b>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</b></p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	<p><u><b>❖ Problems leading to the Progressive Movement</b></u></p> <p><u><b>➤ Students will view a variety of images and primary source articles about the conditions in society leading to the Progressive Movement and complete a graphic organizer</b></u></p> <p><u><b>■ Jacob Riis photos and reading-How The Other Half Lives</b></u></p> <p><u><b>■ Upton Sinclair The Jungle</b></u></p> <p><u><b>■ Ida B. Wells Lynch Laws</b></u></p>
<p><b>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.</b></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><u><b>❖ Women’s Role in the Government and Society</b></u></p> <p><u><b>➤ Women’s Suffrage</b></u></p> <p><u><b>■ Students will view primary source documents discussing reasons why people were anti women’s suffrage and complete a graphic organizer or document analysis questions</b></u></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><b><u>■ Students can discuss assumed gender roles during the early 1900s.</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>SHEG Documents Anti-Suffrage</u></b></li> <li>● <b><u>LGBTQ+ Read the article from NPS “The Very Queer History of the Women’s Suffrage Movement” and discussing the article or completing questions</u></b></li> </ul>
<p><b>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</b></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, 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><b><u>■ Students will view a Google Slides Presentation and video clips to determine what methods women took to receive the right to vote</u></b></p> <ul style="list-style-type: none"> <li>● <b><u>They can compare in groups the strategies the different organizations had in order to determine why they were effective</u></b></li> </ul> <p>➤ <b><u>Women and the Progressive Era</u></b></p> <p><b><u>■ Students can read the article below and discuss ways women changed society and how the changes they made remained long term</u></b></p> <p>❖ <b><u>Progressive Changes</u></b></p> <ul style="list-style-type: none"> <li>➤ <b><u>Students can view different sources in order to determine how Progressive Reforms combated the problems in society. They can research the reforms passed by the progressive presidents</u></b></li> <li>➤ <b><u>DBQ: Progressivism: Where Will You Put Your Million Dollars</u></b></li> <li>➤ <b><u>Climate Change: Students can discuss different policies implemented and organizations created to protect the environment during the Progressive Era</u></b></li> </ul>

	<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>	<p>❖ <b><u>Amistad</u></b></p> <p>➤ <b><u>Students will compare and contrast the methods and beliefs of Booker T. Washington and W.E.B. Du Bois</u></b></p> <p>➤ <b><u>Students will research the different organizations created to improve the lives of African Americans and the laws and court cases</u></b></p> <p>■ <b><u>PBS Article: The Debate Between W.E.B. Du Bois and Booker T. Washington</u></b></p> <p>Emergence as a World Power</p> <p>➤ Students will view political cartoons demonstrating the United States power and influence leading to World War 1 (Sphere of Influence, Boxer Rebellion, Panama Canal, Annexation of Hawaii, Spanish American War)</p>
<p><b>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</b></p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p><b>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</b></p>	<p>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).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g.,</p>	

	patents, protection of private property, taxes).	
<b>Social Studies Practices</b>		
<ul style="list-style-type: none"> <li>● Developing Questions and Planning Inquiry</li> <li>● Gathering and Evaluating Sources (sourcing; contextualization; corroboration)</li> <li>● Seeking Diverse Perspectives</li> <li>● Developing Claims and Using Evidence</li> <li>● Presenting Arguments and Explanations</li> <li>● Engaging in Civil Discourse and Critiquing Conclusions</li> <li>● Taking Informed Action</li> </ul>		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>	
<ul style="list-style-type: none"> <li>● Self- awareness</li> <li>● Social Awareness</li> <li>● Self- Management</li> <li>● Relationship Skills</li> <li>● Responsible Decision-Making</li> </ul>	<ul style="list-style-type: none"> <li>● Recognizing the importance of self-confidence in handling daily tasks and challenges.</li> <li>● Demonstrate an awareness of the expectations for social interactions in a variety of ways.</li> <li>● Demonstrate an understanding of the need for mutual respect when viewpoints differ.</li> <li>● Recognize the skills needed to establish and achieve</li> </ul>	



	<p>personal and educational goals.</p> <ul style="list-style-type: none"> <li>● Utilize positive communication and social skills to interact effectively with others.</li> <li>● Develop, implement, and model effective problem solving and critical thinking skills.</li> </ul>	
<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><b><u>Formative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Do Nows - Exit Tickets</li> <li>● L.B.J. Sign the Civil Rights Act; analyze and assess</li> <li>● Martin Luther King and Malcolm X: Philosophy; analyze and assess</li> <li>● Equal Rights Amendment; analyze and assess</li> <li>● Newsela Articles</li> <li>● Image Analysis &amp; Graphic Organizers/Gallery Walk</li> <li>● Map Skills Assignments</li> <li>● Analyzing Political Cartoons</li> <li>● Identify and summarize points of view</li> <li>● Online Games: Quizizz and Quizlet for content and vocabulary respectively</li> <li>● Quizzes</li> <li>● Flip Books</li> <li>● Debates/Discussions</li> <li>● Data Based Questions</li> <li>● Document Based Questions</li> <li>● Small and large group discussions</li> <li>● Peer reviews</li> <li>● View films</li> </ul>		<p><b><u>Benchmarks:</u></b></p> <ul style="list-style-type: none"> <li>● District Assessment</li> </ul> <p><b><u>Summative Assessments:</u></b></p> <ul style="list-style-type: none"> <li>● Document Analysis - Research various topics of the</li> <li>● DBQ: Politics or Principle: Why Did L.B.J. Sign the Civil Rights Act of 1964? <ul style="list-style-type: none"> <li>○ Essay/Objectives/Debate/Project</li> </ul> </li> <li>● DBQ: Martin Luther King and Malcolm X: Whose Philosophy Made the Most Sense for America in the 1960s? <ul style="list-style-type: none"> <li>○ Essay/Objectives/Debate/Project</li> </ul> </li> <li>● DBQ: Why Was the Equal Rights Amendment Defeated?? <ul style="list-style-type: none"> <li>○ Essay/Objectives/Debate/Project</li> </ul> </li> <li>● Tests/Assessments</li> </ul>

<ul style="list-style-type: none"> <li>● Listen to audio</li> <li>● Conduct interviews</li> <li>● Simulations</li> <li>● Analyze statistics</li> <li>● Policy analysis and recommendations</li> <li>● Persuasive/Expository Writing Prompts</li> </ul>			
<b>Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i></b>			
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"> <li>● HMH, <i>American History</i></li> <li>● Pearson, <i>The African-American Odyssey</i></li> <li>● Pearson's Pacemaker Series, United States History</li> <li>● Teacher's Curriculum Institute: History Alive!</li> <li>● Amistad Curriculum</li> <li>● Holocaust &amp; Genocide Education Curriculum</li> <li>● DBQ Online</li> <li>● JStor</li> <li>● NewsELA</li> <li>● Cicero: History Beyond the Textbook</li> <li>● ArcGIS</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Pearson's Pacemaker Series</li> <li>● DBQ Online</li> <li>● ProEd Shorts</li> <li>● NewsELA</li> <li>● Videos</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● HMH, <i>American History</i></li> </ul>	<ul style="list-style-type: none"> <li>● Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Videos in their native language</li> <li>● Pearson's Pacemaker Series</li> <li>● ProEd Shorts</li> <li>● NewsELA</li> </ul>	<ul style="list-style-type: none"> <li>● Leveled readings</li> <li>● Novels; periodicals</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> <li>● Genius Hour Projects</li> <li>● HMH, <i>American History</i></li> </ul>
<b>Supplemental Resources</b>			

**Technology:**

- Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot,

**Other:**

- Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online

**Differentiated Student Access to Content:  
Recommended *Strategies & Techniques***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core
<ul style="list-style-type: none"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> <li>● Modify assessments and/or rubrics</li> <li>● Repeat instructions as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Skill building activities</li> <li>● Leveled Assessments</li> <li>● Choice Boards</li> <li>● Multi-sensory (VAKT) approach during instruction</li> <li>● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>● Modify test content and/or format</li> <li>● Retakes</li> <li>● Additional time</li> <li>● Preferential seating</li> <li>● Review, restate and repeat directions; written directions</li> <li>● Study guides</li> </ul>	<ul style="list-style-type: none"> <li>● Modified activities</li> <li>● Extend time requirements</li> <li>● Preferred seating</li> <li>● Checks for understanding/review</li> <li>● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary</li> <li>● Modified assessments and/or rubric</li> <li>● Reading materials in the native language</li> <li>● Watching videos in the native language</li> </ul>	<ul style="list-style-type: none"> <li>● Curriculum compacting &amp; acceleration</li> <li>● Leveled readings</li> <li>● Leveled Assessments</li> <li>● Enrichment activities &amp; projects</li> <li>● Choice Boards</li> <li>● Inquiry projects</li> </ul>

	<ul style="list-style-type: none"> <li>● Break assignments into segments of shorter tasks</li> <li>● Oral rather than written answers</li> </ul>		
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p> <ul style="list-style-type: none"> <li>● Standard 9.1 Personal Financial Literacy</li> <li>● Standard 9.2 Career Awareness, Exploration, Preparation and Training</li> <li>● Standard 9.3: Career and Technical Education</li> <li>● Standard 9.4 Life Literacies and Key Skills</li> </ul>	<p><b>Disciplinary Concepts:</b></p> <ul style="list-style-type: none"> <li>● Financial health</li> <li>● Financial Landscape</li> <li>● Money Management</li> <li>● Career Awareness and Planning</li> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem-solving</li> <li>● Digital Citizenship</li> <li>● Global and Cultural Awareness</li> <li>● Information and Media Literacy</li> <li>● Technology Literacy</li> </ul>	
	<p><b>Core Ideas:</b></p>	<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 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.</p>

	<b>Performance Expectation/s:</b>	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)
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> <li>● Critical Thinking &amp; Problem Solving</li> <li>● Creativity and Innovation</li> <li>● Collaboration, Teamwork and Leadership</li> <li>● Cross-Cultural Understanding and Interpersonal Communications</li> <li>● Communication and Media Fluency</li> <li>● Accountability, Productivity and Ethics</li> </ul> <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>	

New Jersey Legislative Statutes and Administrative Code  
(place an "X" before each law/statute if/when present within the curriculum map)

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

Dev. Date: