

Ocean Academy Charter High School
Curriculum Guide
Grade 10



Ocean Academy Charter High School Social Studies Curriculum	
Content Area: Social Studies	
Course Title: US I	
Grade Level: Grade 10	
Unit Title	Pacing Guide in Days
<u>Unit 1-Era 1. Colonization and Settlement (1585-1763)</u> Amistad/Holocaust/Diversity and Inclusion/Climate Change	15 Days
<u>Unit 2 -Era 2. Revolution and the New Nation (1754-1820s)</u> Amistad/Diversity and Inclusion/Climate Change	15 Days
<u>Unit 3-Era 3. Expansion and Reform (1801-1861)</u> Amistad/Holocaust/Diversity and Inclusion/Climate Change/AAPi	15 Days
<u>Unit 4- Era 4. Civil War and Reconstruction (1850-1877)</u> Amistad/Diversity and Inclusion/Climate Change/LGBTQ and Disabilities	15 Days
<u>Unit 5 - Era 5. The Development of the Industrial United States (1870-1900)</u> Amistad/Holocaust/Diversity and Inclusion/Climate Change/AAPi/	15 Days
<u>Unit 6-Era 6. The Emergence of Modern America: Progressive Reforms (1890-1930)</u> Amistad/Holocaust/Diversity and Inclusion/Climate Change/AAPi/LGBTQ and Disabilities	15 Days

Ocean Academy Charter High School <u>Unit 1 Overview</u>	
Content Area: Social Studies	
Unit Title: Unit 1- Era 1. Colonization and Settlement (1585-1763)	Duration: 15 Days
Target Course/Grade Level: Grade 10	
Introduction/Unit Focus/Content Statements	

Colonial societies in North America took inspiration from European governmental, economic, and cultural systems but also modified and adapted these institutions and ideologies to suit the unique challenges and opportunities presented by the New World.

As European powers established colonies, they brought with them their own legal systems, political structures, and economic practices, such as feudalism, mercantilism, and Christianity. However, these institutions often had to be reshaped to account for the vast geographical distances, the diverse environments, and the interaction with Indigenous peoples. For example, European models of government, like monarchy and aristocracy, were often adjusted in the colonies to better fit local needs. The settlers in New England, for instance, developed town meetings and early forms of democratic self-governance that were influenced by English common law but adapted to the realities of colonial life. Economically, the colonists adjusted European trade practices, taking advantage of the abundant natural resources in the New World. In the Southern colonies, the plantation economy, based on cash crops like tobacco and cotton, became central to the economy, requiring a different labor system—ultimately leading to the enslavement of African people.

Culturally, the settlers in North America blended their European traditions with those of the Native Americans and African slaves, creating new cultural identities and practices that reflected the diverse and dynamic nature of colonial society.

As a result, North American colonial societies were distinct from their European counterparts. The process of adapting and modifying these European systems in response to the environmental, economic, and social demands of the New World laid the foundation for many of the political, social, and economic developments that would later shape the future United States.

Disciplinary Concepts for the Unit

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 9.4 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.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416);

21st Century Themes and Skills

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“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire 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.

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.

Core Idea	Performance Expectation
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. Diversity and Inclusion
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. Amistad
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). Climate Change
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

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Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers. Holocaust
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Diversity and Inclusion
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). Diversity and Inclusion
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Diversity and Inclusion
Long-term climate variability has influenced human migration and settlement patterns, resource use and land use at local-to-global scales.	6.1.12.GeoHE16.a: Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources and climate change. Climate Change

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/standards/>

Reading History	
L.VL.9-10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate,

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	advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.CT.9-10.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a

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	discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9-10.4.	Develop and strengthen writing as needed by planning,

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	revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

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Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to...

- Interpret demographic data from Colonial America using tables and graphs.

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- Design a digital chart to examine population growth in the British colonies and New France.
- Research and organize information reflecting contemporary political perspectives.
- Describe the principles and function of the mercantilist economic system.
- Analyze *The Life of Indentured Servant Thomas(ine) Hall* to explore early Colonial American views on sex, gender, and identity.
- Apply the concept of mercantilism to evaluate the political decisions made by European monarchs in managing their American colonies.
- Construct a diagram that illustrates the economic relationship between the colonies and their European parent nations.
- Identify the causes and outcomes of the French and Indian War, and explain the shift in British colonial policy after 1763.
- Evaluate the effectiveness of British military forces in comparison to the French and their Native American allies.
- Compare and contrast life in the New England, Middle, and Southern colonies, with attention to political, social, religious, and economic structures.
- Examine the causes and impacts of prejudice on individuals, communities, and society as a whole.
- Acknowledge and appreciate cultural diversity while recognizing the potential for misunderstanding.
- Analyze various media sources to identify differing viewpoints, detect bias, and distinguish between opinion and fact.
- Demonstrate open-mindedness when listening to perspectives that differ from their own.
- Work collaboratively to develop and implement strategies for resolving conflicts.
- Recognize that actions or inactions by individuals, groups, and nations may lead to both intended and unintended consequences.
- Challenge unjust attitudes and behaviors through informed action.
- Make thoughtful, evidence-based decisions.
- Respect and support decisions made for the benefit of the common good.

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Unit Enduring Understandings

Students will know and understand that...

- Interactions between European settlers and Native American societies produced lasting effects—both beneficial and harmful—on both cultures.
- Competition for land and labor significantly influenced the economic and social development of the American colonies.
- The establishment of the slave labor system and the devastating loss of Native American lives had enduring effects on the formation of the United States and its cultural identity.

Unit Essential Questions

- What democratic principles in modern society have roots in the Colonial Era?
- How have the political, social, and economic conditions of the United States evolved since the colonial period?
- How do current events relate to the physical and human characteristics of places and regions, and how are these elements adapted to meet modern needs?
- In what ways did African Americans resist enslavement and assert their agency?

Instructional Plan

Suggested Activities	Resources/Texts
➤ DBQs and Mini-DBQs ○ Option #1-Early Jamestown-Why did so many colonists die? ○ Option #2-What caused the Salem Witch Trial hysteria of 1692? ➤ Argumentative Writing Tasks ➤ Explanatory/Informative Writing Tasks-Trace the development and contributions of African culture to the emerging new culture in the Caribbean and Southern region of North America. *Topic 2-section 4 of the textbook* ➤ Making connections between current and past events - cause and effect ➤ Contrast religion in colonial regions ➤ Analyze effects of technological innovations in navigation ➤ Identify reasons for Colonization	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: United States History (Savvas Learning, Pearson, 2016) Relevant Video Clips ➤ Analyzing maps-Climate influences the New England Economy (Topic 2 section 5) ➤ King Philip's War-Interactive Chart (Topic 2 section 2)

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➤ Evaluate the consequences of European colonization on native peoples ➤ Identify positive and negative outcomes of colonization ➤ Graphic Organizer-Analyze geographical & economic differences between colonial regions ○ Impact of colonial development on the landscape (all three colonial regions) ➤ Create a T-chart: Identify the contributions of women & African migrants to colonial economies and society. ➤ Create a multimedia presentation	➤ Olaudah Equiano-Flipped Video (Topic 2 section 4, Savvas learning platform) ➤ Public Education in the Colonies-Text and assessment questions (topic 2 section 5) ➤ Free African Americans -Quest Connections (Topic 5 section 4)
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Evidence of Student Learning

Formative Assessments:

- Observations
- Learning/Response Logs/ Journals
- Homework
- Constructive Quizzes
- Think Pair Share
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Questioning
- Discussion

- Exit/Admit Slips

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

- Portfolio Review
- Historical Question: Evaluate the extent of influence the American Colonization Society had at reducing sectional tensions concerning slavery in the United States?
- Benjamin Banneker's Letter to Thomas Jefferson
- Web quest: Harriet Tubman and the Underground Railroad

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

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- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

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- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called "Think-Tac-Toe")
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Supplemental Resources

Supplemental Readings (First Encounters with Europeans-CommonLit)

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ABC-CLIO (Supplemental Reading Summary)-King Philip's War

Crash Course (YouTube Channel video aid) & Edpuzzle Videos

- Colonizing America (also covers Climate Change)
- The Black Legend
- Natives and Spaniards
- Natives & English
- Colonial America

Library of Congress
ABC-CLIO

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

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Unit 2 Overview

Content Area: Social Studies

Unit Title: Unit 2-Era 2. Revolution and the New Nation (1754-1820s)

Duration: 15 Days

Target Course/Grade Level: Grade 10

Introduction/Unit Focus/Content Statements:

The struggle for independence stemmed from a combination of escalating ideological, political, geographic, economic, and religious tensions that had been building over time, largely as a result of Britain's increasingly centralized policies. These policies, which included the imposition of taxes without representation and the restriction of colonial trade, angered many colonists and led to a growing desire for self-governance. As these tensions intensified, the colonies ultimately sought to break free from British rule, which culminated in the Revolutionary War.

Following the war, the newly independent United States faced the challenge of creating a government that balanced the power of the federal government with the protection of individual and states' rights. The United States Constitution was crafted as the foundational framework for the nation's government, establishing the structure of the three branches: the legislative, executive, and judicial. At the same time, the Bill of Rights was added to the Constitution to guarantee specific individual freedoms, such as freedom of speech, religion, and the right to a fair trial.

However, debates over the distribution of power did not end with the Constitution. In fact, ongoing arguments about the role of the federal government versus state governments were central to the formation of the American political system. The question of how much power the federal government should have, and how much autonomy should be left to the states, was fiercely debated. These debates shaped the development of political institutions, such as the system of checks and balances, and influenced the practices of governance in the early years of the Republic.

Disciplinary Concepts for the Unit-**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 9.4 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.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

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Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416);

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

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Focus Standards (Major Standards) https://www.nj.gov/education/cccs	
Content Standards: New Jersey Student Learning Standards for Social Studies	
6.1 U.S. History: America in the World: All students will acquire 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. 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.	
Core Idea	Performance Expectation
Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.	6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution. 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties. Diversity and Inclusion
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.	6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
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 human rights.	6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. Diversity and Inclusion

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	6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery. Amistad
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism. 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
Resources impact what is produced and employment opportunities.	6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. Climate Change
Chronological sequencing serves as a tool for analyzing past and present events.	6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies. 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights). Diversity and Inclusion
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war. Amistad 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War. Amistad 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

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Historical sources and evidence provide an understanding of different points of view about historical events.	6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them. Diversity and Inclusion
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity. Diversity and Inclusion
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Diversity and Inclusion
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Economic decision involves setting goals, weighing costs and benefits and identifying the resources available to achieve those goals.	6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes). Climate Change

New Jersey Student Learning Standards: Interdisciplinary Connections
<https://www.nj.gov/education/standards/>

Reading History	
L.VL.9-10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of

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	a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.CT.9-10.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and

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	evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the

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	discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9-10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation.

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a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to...

- Create a visual chart to depict the challenges faced by the newly independent United States.
 - Examine the governmental framework established by the Articles of Confederation.
 - Explain the organization and functions of the federal government as outlined in the U.S. Constitution.
 - Provide evidence to support the idea that the U.S. Constitution is a “living, breathing, flexible document.”
 - Use digital research tools to explore modern constitutional issues and evaluate potential solutions.
 - Demonstrate understanding and appreciation of the fundamental rights guaranteed in the Bill of Rights.
 - Compile and maintain a working portfolio to reflect ongoing learning and assessment.
 - Analyze the historical contributions of Deborah Sampson, who served in the Revolutionary War disguised as a man.
-

Unit Enduring Understandings

Students will know and understand that...

- The Articles of Confederation combined legislative and executive powers in a single-chamber legislature and lacked a national judiciary.
- The U.S. Constitution created a government with three distinct branches, each with specific powers and checks and balances, and established procedures for selecting the President, members of Congress, and federal judges.
- The Constitution allocates delegated powers to the federal government, while also establishing shared powers between federal and state entities.

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- Under the Constitution, government authority derives from the people, meaning citizens are both governed and governing—minimizing the need to protect individual rights from the government.

Unit Essential Questions

- What were the strengths and weaknesses of the Articles of Confederation?
- How was the government structured under the U.S. Constitution?
- Why did Federalists argue that a Bill of Rights was unnecessary?
- Under what circumstances is war justified?
- What is the appropriate role of government in a democratic society?

Instructional Plan

Suggested Activities	Resources/Texts
➤ DBQs and Mini-DBQs ○ Option #1-How did the Constitution guard against tyranny? ○ Option #2-How free were blacks in the North? ➤ Argumentative Writing Task: Make an argument about a Constitutional Issue or an issue related to a violation of US Citizens might view as a violation of human rights. ➤ Explanatory/Informative Writing Task ➤ Describe State Constitutions ➤ Summarize the Strengths and Weaknesses of the Constitution ➤ Analyze the Great Compromise ➤ Analyze the Arguments of Alexander Hamilton and James Madison in defending the Constitution ➤ Describe the Ratification of the Constitution ➤ Analyze the principle of popular sovereignty ➤ Explain Federalism in the Constitution ➤ Making connections between current and past events - cause and effect chart. ○ Research the how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: United States History (Savvas Learning, Pearson, 2016) Relevant Video Clips DBQ Online -How free were blacks in the North? Integration of current events from relevant sources Political Turmoil in Boston-Primary Source: Abigail Adams (Topic 3 section 2) Declaration of Independence-Primary Source: Reading and

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➤ Evaluate the contributions of American Revolutionary War veteran Deborah Sampson who disguised herself as a man to participate in the war	Assessment Questions (Topic 3 section 3) Chart-Contributions of Women & African Americans in the Revolutionary War (Topic 3 section 4) Impact of the American Revolution-Infographics (Topic 3 section 4)
Evidence of Student Learning	
Formative Assessments: ➤ Observations ➤ Discussion ➤ Learning/Response Logs ➤ Peer/Self Assessments ➤ Visual Representations ➤ Constructive Quizzes ➤ Think Pair Share ➤ As I See It ➤ Homework ➤ Class work ➤ Teacher observation ➤ Group participation ➤ Notebook assessment ➤ Project presentations ➤ Class discussions ➤ Do Now ➤ Varied journal prompts, spelling or vocabulary lists ➤ Anchor activities ➤ Choice of review activities ➤ Homework options ➤ Flexible grouping ➤ Varied computer programs ➤ Multiple learning intelligence ➤ Use of graphic organizers ➤ Think-Pair-Share by readiness, interest and/or learning profile ➤ Games to practice mastery of information and skill ➤ Multiple levels of questioning ➤ Jigsaw ➤ Multiple Texts ➤ Alternative Assessments ➤ Modified Assessments	

- Open Ended Activities/ Assessments

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, true/false, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Varied pacing
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Varied computer programs
- Varied supplemental materials
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Student TED Talk
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

- Portfolio Review
- Historical Question: Evaluate the extent of influence the American Colonization Society had at reducing sectional tensions concerning slavery in the United States?

Supplemental Resources

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Crash Course (YouTube Channel video aid) & Edpuzzles

- Seven Years War
- Prelude to Revolution
- American Revolution

Library of Congress

ABC-CLIO (Primary Sources)

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping

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- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

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- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some

cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

- **Cubing:** Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- **Tiered assignment/ product:** The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- **Independent studies:** Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- **4MAT:** Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- **Stations/ Learning Centers:** A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- **Tape recorded materials at different levels:** Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- **Tic-Tac-Toe Choice Board**
 - (sometimes called "Think-Tac-Toe")
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels

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- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

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Unit 3 Overview

Content Area: Social Studies

Unit Title: Unit 3- Era 3. Expansion and Reform (1801-1861)

**Duration: 15
Days**

Target Course/Grade Level: Grade 10

Introduction/Unit Focus/Content Statements:

From the years 1801 to 1861, the United States experienced profound transformation, as the young nation navigated the challenges of growth, national identity, and political division. Following the Revolutionary War and the establishment of the Constitution, the early 19th century marked a period of territorial expansion, industrialization, and significant political change. During this time, the country grappled with the implications of westward expansion, the rise of political parties, and the shifting relationship between the federal government and the states. The ideas and decisions made in this period would lay the groundwork for the coming conflicts, setting the stage for the Civil War.

One of the most notable developments of this period was the expansion of the United States through the Louisiana Purchase, the acquisition of territories like Florida, and the annexation of Texas, all of which fueled the nation's drive for Manifest Destiny. At the same time, the nation's industrial revolution began to take hold, with the growth of factories, railroads, and new technologies that reshaped the economy. However, the North and South experienced these changes differently, leading to emerging tensions over economic interests, social structures, and political power. The growing divide between a free-labor North and a slave-dependent South set the stage for profound sectionalism and deepened the debate over slavery. By 1861, the sectional divisions had become so pronounced that they would soon lead to the secession of Southern states and the outbreak of the Civil War.

Disciplinary Concepts for the Unit-

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 9.4 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.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and

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secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416);

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire 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

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decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

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.

Core Idea	Performance Expectation
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices. 6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance). 6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. Holocaust 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.
Maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics	6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
Resources impact what is produced and employment opportunities.	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. Climate Change

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Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture	6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. Climate Change
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) AAPI
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 Amistad
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration
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. Diversity and Inclusion
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Amistad/AAPI
Historical sources and evidence provide an understanding of	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy

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different points of view about historical events.	(e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). Diversity and Inclusion
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.9-10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.CT.9-10.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.

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W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9-10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility The potential for building and using personal wealth includes	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights.

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responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.

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Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to...

- Analyze the domestic and foreign policy goals of the Washington, Adams, and Jefferson administrations.

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- Demonstrate a clear understanding of the structure and functions of the American political system.
- Summarize the key developments of the Industrial Revolution and evaluate their effects on 19th-century American society.
- Design a modern invention, tool, or technology that addresses a current need or problem, and compare it to a similar innovation from the Industrial Revolution.
- Explain the concept of sectionalism by comparing the economic, educational, and social characteristics of the North and South.
- Evaluate the growing movement to abolish slavery in the United States.
- Analyze the contributions of influential abolitionists, such as Harriet Tubman, founder of the Underground Railroad, including her personal struggles and impact.
- Identify the significance of Jacksonian Democracy and its influence on expanding political participation in America.
- Investigate the major social reforms of the early 1800s and their impact on American society.
- Examine the rise of immigration in the 19th century and assess how both immigration and reform movements contributed to social and political tensions.
- Maintain a working portfolio throughout the marking period as a tool for reflection and assessment.
- Organize major events from each early presidential administration and explain their impact on the development of the U.S. government.
- Apply the principles of the American Revolution—such as liberty, equality, and justice—to the War of 1812 and the broader context of American territorial expansion.
- Explore the causes, key events, and consequences of the War of 1812.
- Create a cause-and-effect chart illustrating the sequence and outcomes of events surrounding the War of 1812.
- Reflect on the meaning and practice of democracy in the United States.

- Develop a project demonstrating that responsible citizenship involves informed participation and a commitment to the common good.
- Analyze the political, economic, social, and environmental factors that influence population growth and distribution.

Unit Enduring Understandings

Students will know and understand that...

- The precedents established during George Washington's presidency played a foundational role in shaping the powers, responsibilities, and traditions of the American executive branch.
- The ideological conflict between Federalists and Jeffersonian Republicans reflected differing visions for the nation's future—Federalists supported a strong central government, a national bank, and a business-focused economy, while Jeffersonian Republicans favored states' rights, an agrarian society, and broader political participation by the common people.
- The Declaration of Independence in 1776 marked a definitive break from British rule, while the election of 1800 represented a shift toward prioritizing individual liberty over governmental order, highlighting evolving political philosophies and values in the new republic.
- Tensions with Britain, including the arming of Native American tribes and the practice of impressment, fueled conflict and suspicion, contributing to calls for war and shaping foreign policy.
- George Washington's leadership and policies laid a stable and lasting framework for the United States government and helped define the early character of the presidency.

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Unit Essential Questions

- What advantages and limitations did the Articles of Confederation present in establishing a functional national government?
- How did the United States Constitution reorganize and strengthen the structure of the federal government?
- What were the Federalists' arguments against the necessity of a Bill of Rights?
- Under what circumstances can engaging in war be considered justified?
- What is the appropriate role and responsibility of government in a democratic society?
- How did slavery expand across the Southern states during the early 19th century, and what were the conditions experienced by enslaved individuals during that era?

Instructional Plan

Suggested Activities	Resources/Texts
➤ DBQs and Mini-DBQs ○ Option #1-The California Gold Rush ○ Option #2-Mexican-American War-Was America justified in going to war with Mexico? ➤ Argumentative Writing Task: Write an argument about a Constitutional Issue or an issue related to a violation of US Citizens might be viewed as a violation of human rights. (such as Amistad, Holocaust or Genocide). ➤ Explanatory Writing: Explain Manifest Destiny ➤ Explanatory Writing: Explain the Challenges and Rewards of Westward Migration ➤ Explanatory Writing: Explain the impact of western expansion on the native peoples (Indian Removal Act) ➤ Explanatory Writing: Explain the impact of western expansion on the environment and climate. ➤ Research the contributions and impact of Chinese immigrants on the development of the U.S. Railroad network throughout the 1800s. . ➤ Evaluate Educational Reform ➤ Analyze the Second Great Awakening ➤ Describe the Contributions of Frederick Douglass to the Abolition Movement	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: United States History (Savvas Learning, Pearson, 2016) Analyze excerpts from The Narrative of the Life of Frederick Douglass (Topic 6 section 5) Infographics, maps, and charts: Social Reform Movements (Topic 6 section 4) Andrew Jackson & Indian Removal Act-Speech to Congress (Topic 5 section 7) Quest Inquiry (Topic 6 on the Savvas learning Platform)

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➤ Analyze Reform Movements: Write a paragraph explaining the connection between the Women's Movement and the Abolition movement. ➤ Analyze how the Women's Rights Movement Changed American Society ➤ Write an essay: How should we handle conflict? ➤ Listen to or Read Spirituals (songs sung by enslaved workers) ➤ Discover how enslaved individuals were able to keep their culture alive under difficult conditions.	DBQ Online-Gold Rush Chinese Exclusion Act (Topic 9 section 4)
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Evidence of Student Learning

Formative Assessments:

- Observations
- Learning/Response Logs/Journals
- Homework
- Constructive Quizzes
- Think Pair Share
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Questioning
- Discussion
- Exit/Admit Slips

Summative Assessments:

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- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

- Portfolio Review
- Historical Question: What legal limitations did women face in the United States during the early 1800s? How did the rights of women in certain minority groups differ from the majority? Create a multimedia presentation using PowerPoint, Screencastify, Prezi, or other media.
- Historical Question: How did Nat Turner and Denmark Vessey lead slave revolts in the 1800s, and what effect did their efforts have on slavery in the South. Use a Venn Diagram to compare/contrast their contributions, then write a short essay explaining how they led slave revolts.

Supplemental Resources

Crash Course (Youtube videos and visual aids) & Edpuzzles

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- Western Expansion (covers: Amistad, Holocaust, Diversity & Inclusion, Climate, and AAPI)
- Reform Movements (covers: Amistad, Holocaust, Diversity & Inclusion, and AAPI)

Legal Eagle-Constitutional Issues: NJ Bar Association (free) Quarterly publication (available online and in print)

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping

- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.

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- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some

cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called "Think-Tac-Toe")
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels

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- Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

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<u>Ocean Academy Charter High School</u> <u>Unit 4 Overview</u>	
Content Area: Social Studies	
Unit Title: Unit 4- Era 4. Civil War and Reconstruction (1850-1877)	Duration: 15 Days
Target Course/Grade Level: Grade 10	
Introduction/Unit Focus/Content Statements: The Civil War was the result of deep-rooted ideological, economic, and political disagreements over the direction of the United States. As the nation expanded and developed throughout the 19th century, divisions between the North and South became increasingly irreconcilable, particularly over the issue of slavery. The North's industrial economy, growing emphasis on free labor, and commitment to a more centralized federal government stood in stark contrast to the South's agrarian economy, which was heavily reliant on slave labor. These economic disparities were compounded by political conflicts, such as debates over the expansion of slavery into new territories, states' rights, and the balance of power between the federal government and state governments. The ideological differences regarding freedom, equality, and governance ultimately led to the outbreak of the Civil War. In the aftermath of the war, the Reconstruction era sought to address the fractured nation and rebuild the Southern economy and society. However, efforts to reunite the country were met with intense resistance, especially from Southern states that sought to maintain traditional power structures. The federal government's attempts to implement policies of reconstruction, including the passage of the 13th, 14th, and 15th Amendments, were met with widespread opposition in the South. Despite these challenges, Reconstruction set the stage for important shifts in American society, including the expansion of civil rights and the strengthening of the federal government's role in protecting those rights. However, the failure of Reconstruction left many issues unresolved, and its contested legacy had profound, long-term consequences. While the end of slavery and the passage of constitutional amendments marked significant achievements, the racial and political struggles of this period laid the groundwork for future conflicts, including the Civil Rights Movement of the 20th century. The tensions and divisions that remained after Reconstruction would continue to shape the nation's political, social, and economic landscape for decades to come, leaving an indelible mark on the history of the United States.	
Disciplinary Concepts for the Unit 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 9.4 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.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;

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- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416);

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

Core Idea	Performance Expectations
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	6.1.12.CivicsDP.4.a: Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies. (Diversity & Inclusion) 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address). Amistad/Diversity and Inclusion
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the	6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

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common good and strive to protect human rights.	
Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.	6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war Climate Change
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. (Diversity & Inclusion)
Resources impact what is produced and employment opportunities	6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
There are multiple and complex causes and effects of events from the past.	6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century
To better understand the historical perspective, one must consider historical context.	6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. Amistad
Complex interacting factors influence people's perspective.	6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War Amistad
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work. LGBTQ and Disabilities
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals. (Diversity & Inclusion)

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Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution and culture.	6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets and affected the environment in New Jersey and the nation. Climate Change
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	6.1.12.GeoHE.8.a: Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment. Climate Change
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.9-10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical;

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	advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.CT.9-10.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound

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	reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

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	F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9-10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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	A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the argument presented.
WHST.9- 10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9- 10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience
WHST.9- 10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically
WHST.9- 10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or

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	broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9- 10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9- 10.9	Draw evidence from informational texts to support analysis, reflection, and research.
WHST.9- 10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies.

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Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

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New Jersey Student Learning Standards: Climate Change Mandate

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to...

- Analyze key battles, turning points, and outcomes of the Civil War.
- Evaluate major military strategies and decisions made by Union and Confederate generals.
- Assess the impact and effectiveness of the 13th, 14th, and 15th Amendments.
- Compare and contrast Presidential Reconstruction with Congressional Reconstruction approaches.
- Examine the post-war economic conditions of both the North and the South.
- Debate the overall success of Reconstruction in addressing the challenges of reunification and civil rights.
- Investigate the rise of systemic discrimination against African Americans following Reconstruction, with emphasis on Jim Crow laws.
- Design and present an interactive web quest or website detailing the progression of the Civil War from Fort Sumter to the surrender at Appomattox.
- Analyze the legislative debates surrounding slavery's expansion that led to the Compromise of 1850 and assess its effect on sectional tensions and the abolitionist movement.

Unit Enduring Understandings

Students will understand that...

- The North held significant advantages during the Civil War, including superior transportation networks, industrial capacity, a diversified economy, more financial resources, an established government, and a larger population.
- The South had strong military leadership, most of the nation's military colleges, and a strategic advantage of defending familiar territory and preserving their societal structure.
- Union military defeats at early battles such as Manassas, Fredericksburg, and Chancellorsville shaped public perception and military strategy.
- President Lincoln took controversial actions, including suspending civil liberties, to preserve the Union and maintain border state loyalty.
- The Emancipation Proclamation shifted the purpose of the war, encouraging African American enlistment and discouraging foreign intervention by Britain and France, even though it did not immediately end slavery.
- Despite some industrial development in the South, economic instability, labor shortages, inflation, and food scarcity plagued the region.
- The Union's strategic victories, including Lee's final retreat and surrender at Appomattox, marked the end of the war but came at a high cost for both sides.
- Reconstruction was a complex and contested era, yielding both advancements and setbacks in civil rights and national healing.
- The Civil War endured for four years despite the North's apparent advantages due to leadership decisions, geography, political factors, and the Confederacy's determination.
- The desire for victory often leads to far-reaching and sometimes tragic consequences.

Unit Essential Questions

- What motivated Texas to seek independence from Mexico, and how did this struggle influence the broader development of the United States?
- What key events and issues—such as slavery, its expansion, the Missouri Compromise (1820), the Compromise of 1850, the Dred Scott decision (1857), the Kansas-Nebraska Act

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(1854), and the election of 1860—contributed to the outbreak of the Civil War?

- What were the primary strengths and weaknesses of the Union and the Confederacy during the Civil War?
- In what ways did the Emancipation Proclamation influence the course and purpose of the Civil War?
- How did the Civil War impact the Southern economy, both immediately and in the long term?
- Why was the Battle of Gettysburg considered a turning point in the Civil War?
- What key events and decisions ultimately led to General Lee's surrender at Appomattox?
- What factors caused deep divisions within the United States during the 1860s?
- What were the major Reconstruction plans, and how did they differ in approach and effectiveness?

Instructional Plan

Suggested Activities	Resources/Texts
➤ DBQs and Mini-DBQs ○ Option #1-Harriet Tubman-What was Harriet Tubman's greatest achievement? ○ Option #2-Gettysburg-The battle of Gettysburg: Why was it a turning point? ○ Option #3-Reconstruction-Who killed Reconstruction? ➤ Argumentative Writing Tasks ○ Causes of the Civil War ○ Impact of the Civil War ○ Successes and Failures of Reconstruction ➤ Analyze the Fugitive Slave Act ➤ Draw Conclusions about the Kansas-Nebraska Act ➤ Trace the Rise of the Republican Party ➤ Evaluate the Impact of the Dred Scott Decision ➤ Analyze Economic Differences Between the North and South ➤ Identify Causes of the Civil War ➤ Compare and Contrast Strategies to Winning the War Keeping in Mind the role of Geography, Resources, and Leadership in the North and South	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: United States History (Savvas Learning, Pearson, 2016) DBQ Online- Harriet Tubman, Gettysburg, Reconstruction. Infographic, charts, etc. (Topic 7 section 3 & Topic 8 section 1) Devastation in the South-Use textbook images from Topic 8 section 1-Students should Clara Barton-Biography and assessment questions (Topic 7 section 5)

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➤ Describe the Causes and Effects of the Emancipation Proclamation ➤ Discuss the Role of African Americans in the Union Army ➤ Describe the Lives of Soldiers in the Civil War ➤ Identify the Contributions of Women During the Civil War ➤ Analyze Lincoln's Gettysburg Address and Jefferson Davis's Inaugural Address ➤ Describe the Costs of the Civil War ➤ Evaluate the government's response to caring for disabled veterans after the American Civil War	The Cost of War-Text & Interactive Chart (Savvas Learning Platform-Topic 7 section 7)
Evidence of Student Learning	
Formative Assessments: ➤ Observations ➤ Learning/Response Logs/ Journals ➤ Homework ➤ Constructive Quizzes ➤ Think Pair Share ➤ Group participation ➤ Notebook assessment ➤ Project presentations ➤ Class discussions ➤ Do Now ➤ Varied journal prompts, spelling or vocabulary lists ➤ Varied computer programs ➤ Multiple learning intelligence ➤ Use of graphic organizers ➤ Think-Pair-Share by readiness, interest and/or learning profile ➤ Games to practice mastery of information and skill ➤ Multiple levels of questioning ➤ Jigsaw ➤ Multiple Texts ➤ Alternative Assessments ➤ Modified Assessments ➤ Open Ended Activities/ Assessments ➤ Graphic Organizers ➤ Peer/Self Assessments ➤ Practice Presentations ➤ Questioning ➤ Discussion ➤ Exit/Admit Slips Summative Assessments:	

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- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

- Portfolio Review
- Historical Question: What legal limitations did women face in the United States during the early 1800s? How did the rights of women in certain minority groups differ from the majority? Create a multimedia presentation using PowerPoint, Screencastify, Prezi, or other media.
- Historical Question: How did Nat Turner and Denmark Vessey lead slave revolts in the 1800s, and what effect did their efforts have on slavery in the South. Use a Venn Diagram to compare/contrast their contributions, then write a short essay explaining how they led slave revolts.

Supplemental Resources

Crash Course (YouTube) & Edpuzzle

- Civil War 1
- Civil War 2
- 1860 Election
- Reconstruction

ABC-CLIO- Civil War soldiers & disabilities (Red Cross, Federal pension system for wounded Veterans, etc.)

CommonLit-Abolishing Slavery: The Efforts of Fredrick Douglas

CommonLit-Ida B. Wells

CommonLit- W.E.B. DuBois and Booker T. Washington

CommonLit-Trailblazing surgeon-Mary Walker, still one of a kind!

CommonLit-Spies in Petticoats

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials

- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance

- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.

- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called "Think-Tac-Toe")
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or

concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:

- Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

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Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

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Unit 5 Overview

Content Area: Social Studies

Unit Title: Unit 5 - Era 5. The Development of the Industrial United States (1870-1900)

Duration: 15 Days

Target Course/Grade Level: Grade 10

Introduction/Unit Focus/Content Statements:

Technological advancements and unregulated business practices revolutionized American life in the late 19th century, particularly in transportation, manufacturing, and consumption. The Industrial Revolution brought significant changes to how goods were produced, with innovations like the steam engine and mechanized production. These developments allowed for mass production, which increased efficiency but also led to poor working conditions for many.

The impact of the Industrial Revolution was also deeply felt through the massive wave of immigration to the United States. Millions of immigrants from Europe and Asia provided the labor force that powered industrial growth, but also created complex social dynamics. This period of rapid urbanization intensified tensions between different ethnic and social groups, as competition for jobs and resources increased.

The social changes brought about by industrialization also transformed American culture and labor relations. The rise of factories and mass production led to the growth of labor unions and organized strikes, as workers began demanding better wages and working conditions. This push for labor rights created significant social and political tensions, as businesses and the government

often resisted these movements. At the same time, the growing consumer economy and changes in transportation—like the expansion of railroads—shaped the daily lives of Americans. The Industrial Revolution, while driving economic prosperity, also highlighted the deepening divides between social classes and ethnic groups, setting the stage for future conflicts and reforms.

Disciplinary Concepts for the Unit

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 9.4 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.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay,

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bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and
- (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416);

21st Century Themes and Skills

"Twenty-first century themes and skills" means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy."

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire 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.

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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.	
Core Idea	Performance Expectations
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. Amistad/Genocide/AAPL
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. Climate Change
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. Holocaust/AAPL
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities. Diversity and Inclusions
The specialization of labor leads to greater efficiency in the means of production and the circular flow of goods and services between markets through a medium of exchange.	6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South. Amistad
Multiple economic indicators are used to measure the health of an economy.	6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of	6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time

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individuals and groups.	periods. Diversity and Inclusions
Complex interacting factors influence people's perspective.	6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation. Amistad/AAPi
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. Diversity and Inclusions
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. Diversity and Inclusion / AAPi
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). Diversity and Inclusions
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Diversity and Inclusions
Resources impact what is produced and employment opportunities.	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. Climate Change
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture	6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. Climate Change
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.9-10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings,

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	choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.CT.9-10.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts
Writing in History, Science and Technical Subjects	

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W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and

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	clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic. E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9-10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	9.1.12.CFR.3: Research companies with corporate governance policies supporting the common good and human rights. 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures. 9.1.12.CFR.5: Summarize the purpose and importance of estate planning documents (e.g., will, durable power of attorney, living will, health care proxy, etc.). 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.3: Explain how individuals and businesses influence government policies.

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Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

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possibilities before proposing solutions.	
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New Jersey Student Learning Standards: [Climate Change Mandate](#)

Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGl.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills

Unit Learning Targets / Objectives

Students will be able to:

- Analyze the key factors that contributed to American expansion in the late 1800s, including:
 - Technological advancements
 - The influence of Social Darwinism
 - The rise of labor unions and labor strikes
 - Innovations in communication
- Summarize the westward expansion of the United States following the Civil War by examining:
 - Push and pull factors influencing migration
 - Conflicts between settlers and Native American populations
 - The development of mining, ranching, and farming industries

- The role and impact of frontier myths
- The emergence and influence of Populism
- Evaluate the transformation of the United States from an agrarian to an industrial economy by exploring:
 - The impact of immigration on labor and society
 - Contributions of industrial leaders (often referred to as "Fathers of Industry")
 - The rise of monopolies and the formation of labor unions
 - Urbanization and the growth of American cities
 - Social reform movements responding to the challenges of industrialization

Unit Enduring Understandings

Students will understand that:

- The Industrial Revolution significantly transformed the United States from a primarily agricultural society to an urban, industrialized nation.
- Economic, political, geographic, and social factors all influenced and accelerated western expansion.
- Conflicts arose between industrialists and laborers over working conditions, wages, and workers' rights.
- Rapid industrialization in the late 1800s—driven by entrepreneurs, technological innovation, and business expansion—brought about both progress and new social challenges.
- Americans responded to the negative effects of industrialization through reform movements aimed at improving labor conditions, living standards, and economic equity.
- Immigration from southern and eastern Europe and Asia during the late 19th century reshaped American society and culture, as immigrants worked to build new lives.
- Urban growth was fueled by both industrialization and increased immigration, leading to the rapid expansion of American cities.

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- Advances in technology, the rise of urban life, and the spread of industrialization created new cultural trends and ways of life across the United States.

Unit Essential Questions

- How do science and technology shape and influence society?
- In what ways did the Industrial Revolution and westward expansion alter American culture and daily life?
- How can economic systems like capitalism both support and challenge individual rights and freedoms?

Instructional Plan

Suggested Activities	Resources/Texts
➤ DBQs and Mini-DBQs ➤ Argumentative Writing Tasks: ○ Pros/cons of immigration (Chinese Exclusion Act, government quota system, etc.) ➤ Create a cause and effect chart to illustrate the development of western expansion after the American Civil War. (Indian Removal and reservations) ➤ Explain Economic and climate effects of technological innovations ➤ Analyze the Rise of Entrepreneurship Under the Free-Enterprise System ➤ Compare Impact of Energy on Way of Life ➤ Analyze social issues in the south after the war ➤ Explain Technological Innovations in Agriculture ➤ Analyze Causes and Effects of Social Darwinism ➤ Explain Actions to Expand Economic Opportunities for Immigrants ➤ Analyze How Transportation Improved Standards of Living ➤ Describe How Art Reflects History ➤ Analyze Social Issues Affecting Women	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: United States History (Savvas Learning, Pearson, 2016) Chinese Exclusion Act (Topic 9 section 3) Questi Inquiry: Civics Discussion-Andrew Carnegie Growth in Mineral Production (Infographics and charts) Topic 9 section 1 Concerns about the Environment (Topic 9 section 1) Social Issues Affecting Immigrants: Americanization (Topic 9 section 4) African Americans: Urban Living Creates Social Issues (Topic 9 section 5)

Quest-Inquiry (Savvas Learning Platform)-Topic 10 section 1: American Indians Under Pressure

Evidence of Student Learning

Formative Assessments:

- Observations
- Learning/Response Logs/Journals
- Homework
- Constructive Quizzes
- Think Pair Share
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
- Games to practice mastery of information and skill
- Multiple levels of questioning
- Jigsaw
- Multiple Texts
- Alternative Assessments
- Modified Assessments
- Open Ended Activities/ Assessments
- Graphic Organizers
- Peer/Self Assessments
- Practice Presentations
- Questioning
- Discussion
- Exit/Admit Slips

Summative Assessments:

- End of unit / chapter tests.
- End of term / semester tests.
- Mid-unit quizzes
- All evaluations may contain some or all: Multiple choice, short answer, essay, and visual identification and description questions.

Benchmark Assessments:

- Unit tests, research based writing assignments, and final exam.
- Teacher-created pre-assessments and post-assessments
- Textbook generated pre and post assessments

Alternative Assessments

- Independent reading and inquiry
- Self-selected reading materials/vocabulary
- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

- Portfolio Review
- Analyze Social Issues Affecting Women. Create a multimedia presentation

Supplemental Resources

Crash Course (YouTube) & Edpuzzle

- Industrialization
- The Industrial Economy
- Railroads
- Capitalism

CommonLit: Rush of Immigrants

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups

- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

- Provide open-ended and inquiry-based tasks

- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.

- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.
- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students’ readiness level.

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- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called “Think-Tac-Toe”)
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

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In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.

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Unit 6 Overview

Content Area: Social Studies

Unit Title: Unit 6 - The Emergence of Modern America: Progressive Reforms (1890-1930)

Duration: 15
Days

Target Course/Grade Level: Grade 10

Introduction/Unit Focus/Content Statements:

Efforts for social change emerged as a response to the challenges posed by rapid industrialization, large-scale immigration, and the exploitation of women, children, and minority groups. These movements pushed for government intervention to address issues such as labor rights, social justice, and political corruption, seeking to ensure fair treatment and improve living conditions for marginalized communities. At the same time, as the United States expanded its international trade networks, and policies were enacted that helped the country grow into a global power. This economic expansion not only fueled America's industrial growth but also prompted a shift in its role on the world stage, as the nation began to assert itself politically and militarily in international affairs. Through these reforms and foreign policy efforts, the U.S. laid the groundwork for its emergence as an important leader in the 20th century.

Disciplinary Concepts for the Unit

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 9.4 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.

Standard 8.1 Computer Science

Computer Science outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The framework design includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion C.18A:35-4.36a Curriculum to include instruction on diversity and inclusion.

The instruction shall:

- (1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance;
- (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and

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(3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Asian Americans and Pacific Islanders (AAPI)

Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLS) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416);

21st Century Themes and Skills

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility. Career readiness, life literacies, and key skills education provides students with the necessary skills to make informed career and financial decisions, engage as responsible community members in a digital society, and to successfully meet the challenges and opportunities in an interconnected global economy.”

Primary Interdisciplinary Connections: English Language Arts

Focus Standards (Major Standards) <https://www.nj.gov/education/cccs>

Content Standards: New Jersey Student Learning Standards for Social Studies

6.1 U.S. History: America in the World: All students will acquire 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.

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.

Core Ideas

Performance Expectations

Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

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). **Diversity and Inclusion**

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.

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	Ferguson) and state and local governmental policies. Amistad
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.	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. Diversity and Inclusion/Holocaust/LGBTBQ and Disabilities
Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.	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. Climate Change
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	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. Climate Change
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.	6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.
Governments and financial institutions influence monetary and fiscal policies.	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.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	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. Diversity and Inclusion/AAPI 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). Diversity and Inclusion

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Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.
Governments around the world support universal human rights to varying degrees.	6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem. AAP/ Holocaust/ Diversity and Inclusion/ LGBTQ and Disabilities
Historical sources and evidence provide an understanding of different points of view about historical events.	6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools). Diversity and Inclusion
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions. Diversity and Inclusion
Resources impact what is produced and employment opportunities.	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. Climate Change
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture	6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. Climate Change
New Jersey Student Learning Standards: Interdisciplinary Connections https://www.nj.gov/education/standards/	
Reading History	
L.VL.9-10.3.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, including technical meanings, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or

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	function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). D. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. E. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
RI.PP. 9-10.5.	Determine an author's lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
RI.MF.9-10.6.	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RL.CT.9-10.8.	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on, develops, or transforms source material historical and literary significance (e.g., how a modern author treats a theme or topic from mythology or a religious text) and how they relate in terms of themes and significant concepts
Writing in History, Science and Technical Subjects	
W.AW.9-10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the

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	claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience’s knowledge level and concerns. C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented.
W.IW.9-10.2.	Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

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	E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9-10.4.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills	
Core Ideas	Performance Expectations (Identified with Standard Number and statement)
Civic Financial Responsibility Philanthropic, charitable, and entrepreneurial organizations play distinctly different but vitally important roles in supporting the interests of local and global communities.	9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
Career Awareness and Planning There are strategies to improve one's professional value and marketability.	9.2.12.CAP.1-Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession
Economic and Government Influences There are different ways you can influence government policy to improve your financial situation.	9.1.12.EG.5-Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
Creativity and Innovation With a growth mindset, failure is an important part of success.	9.4.12.CI.1-Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a)
New Jersey Student Learning Standards: Computer Science and Design Thinking	

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Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Impact of Computing The design and use of computing technologies and artifacts can positively or negatively affect equitable access to information and opportunities.	8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
Interaction of Technology and Humans Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.	8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints.
Changes caused by the introduction and use of a new technology can range from gradual to rapid and from subtle to obvious, and can change over time. These changes may vary from society to society as a result of differences in a society's economy, politics, and culture.	8.2.12.ITH.2: Propose an innovation to meet future demands supported by an analysis of the potential costs, benefits, trade-offs, and risks related to the use of the innovation. 8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Ethics & Culture The ability to ethically integrate new technologies requires deciding whether to introduce a technology, taking into consideration local resources and the role of culture in acceptance. Consequences of technological use may be different for different groups of people and may change over time. Since technological decisions can have ethical implications, it is essential that individuals analyze issues by gathering evidence from multiple perspectives and conceiving of alternative possibilities before proposing solutions.	8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made. 8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded. 8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

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New Jersey Student Learning Standards: <u>Climate Change Mandate</u>	
Core Ideas	Performance Expectations (Identified with Standard Number and Statement)
Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	6.1.5.GeoGI.4: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas.

Knowledge and Skills
Unit Learning Targets / Objectives <i>Students will be able to...</i> ➤ Identify the key goals and issues addressed by progressive reform movements in early 20th-century America, including social, political, and economic reforms. ➤ Identify and label the locations impacted by Imperialism. ➤ List and analyze documents related to US Imperialism. ➤ Explain the rationale behind the United States' need to obtain territory through imperialism.
Unit Enduring Understandings: <i>Students will understand that...</i> ➤ The ways that the concepts of American Exceptionalism/Social Darwinism contribute to the United States emerging as a world power. ➤ The impact of immigration on national policies. ➤ The social impacts of war upon the diverse society that is the United States. ➤ How technology influenced how the United States conducts a tactical war effort. ➤ Causes and results of the Spanish American War. ➤ American leaders looked to extend American influence abroad. ➤ The United States emerged as a world power after the Spanish -American War, and diplomatic measures with East Asia and Latin America.

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- At the turn of the century, reformers worked for equality in political rights and economic opportunities.
- Political organizations dictated to various causes won significant gains, while several presidents worked to enforce fair business practices and protect the environment.

Unit Essential Questions:

- Why was it necessary for America to establish a sphere of influence throughout the world?
- What factors led to the establishment of the United States as a world power?
- What are the challenges of diversity?
- How does power corrupt?
- What are the origins, goals and objectives of the Progressive Movement?

Instructional Plan

Suggested Activities	Resources/Texts
➤ DBQs and Mini-DBQs ➤ Argumentative Essay: Create a Venn Diagram to Compare and Contrast Taft and Roosevelt ➤ Explanatory Essay: What were the challenges of a diverse American society in the early 1900s? ➤ Explanatory Essay: Explain how immigrants experienced racism in 20th century America and how the government responded through legislation. ➤ Identify and Explain Reasons for Changes in Political Boundaries ➤ Discuss Americanization Movement ➤ Analyze Growth in Railroads ➤ Explain Actions to Expand Economic Opportunities and Political Rights ➤ Identify Economic Impact on Physical Environment (specifically in the West and the effects on the population growth, and distribution on grazing land, the water supply, water rights, and ownership of natural resources, such as salt). ➤ Analyze and Interpret Political Cartoons ➤ Evaluate the encounter between Jewish individuals and America in the Gilded Age and Progressive Era	Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources: United States History (Savvas Learning, Pearson, 2016) Jacob Riis: How the Other Half Lives (Topic 11 section 1) The 19th Amendment Expands Political Rights (Topic 11 section 2) Protecting Rights for Ethnic and Religious Minorities-Text (Topic 11 section 3) Conservation or Preservation? - Graphic Organizer for T. Roosevelt (Topic 11 section 4) Flipped Video (Savvas Learning Platform) Topic 11 section 3

Evidence of Student Learning

Formative Assessments:

- Observations
- Learning/Response Logs/ Journals
- Homework
- Constructive Quizzes
- Think Pair Share
- Group participation
- Notebook assessment
- Project presentations
- Class discussions
- Do Now
- Varied journal prompts, spelling or vocabulary lists
- Varied computer programs
- Multiple learning intelligence
- Use of graphic organizers
- Think-Pair-Share by readiness, interest and/or learning profile
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- Differentiated instruction
- Student-teacher goal setting
- Whole to part and part to whole explanations
- Stations and workshops
- Student choice (assessment options)
- Notes provided by teacher
- Graphic organizers
- Scaffold assignments
- Student choice/option assessment
- Unit Project
- Socratic Seminar
- Silent Seminar
- Discussion Board (Google Classroom)

Performance Tasks:

(When appropriate) This type of task demonstrates students transfer of learning and application to a performance task. Think about what you want the students to be able to do at the end of the unit.

- Portfolio Review
- Outline different approaches to foreign policy by creating a chart that delineates how Roosevelt, Taft, and Wilson differ in their approach to governing colonial territories. Create a PPT slide and insert a flowchart image to chart the approaches.
- How did Taft's and Roosevelt's views on government and politics differ?

Supplemental Resources

Crash Course (YouTube) & Edpuzzle

- The Progressives
- Progressive Presidents
- Gilded Age
- Women's Suffrage

CommonLit: The Progressive Era

CommonLit: Conservation as a National Duty

Differentiation & Inclusive Support Strategies:

Multilingual Learners:

- Provide guided reading and writing in small groups
- Use visuals, labeled classroom materials, and cognates
- Pre-teach academic vocabulary using sentence and speaking frames
- Integrate WIDA Can Do Descriptors into lesson scaffolding
- Use screen readers, audio tools, and visual glossaries
- Offer extended time and oral/dictated responses
- Integrate culturally relevant texts and technology tools

Students with IEPs or 504 Plans:

- Follow all IEP/504 accommodations and modifications
- Use audio books, large print, or Braille/digital formats
- Provide peer tutoring, scribes, and augmentative communication tools
- Allow oral responses and extended time
- Offer modified assignments, assessments, and guided notes
- Utilize leveled texts and differentiated materials
- Use flexible seating and small group instruction

Students At Risk of Academic Failure:

- Scaffold instruction using visuals, chants, and songs
- Offer modified tasks and flexible grouping
- Use technology to support organization and engagement
- Provide structured routines and clear expectations
- Assign peer mentors and provide goal-setting checklists
- Include culturally relevant content to boost connection
- Embed mini-lessons and tiered intervention strategies

Gifted and Talented Learners:

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- Provide open-ended and inquiry-based tasks
- Incorporate Bloom's Taxonomy (analyzing, evaluating, creating)
- Offer choices in content, process, and product
- Use advanced reading lists and tiered assignments
- Encourage discovery and student-designed projects
- Offer enrichment centers and flexible grouping
- Facilitate problem-solving simulations and debriefing

Diversity and Inclusion:

- Celebrate cultural identity through inclusive texts
- Provide alternative formats for assignments and assessments
- Collaborate with ESL staff and use closed captions when available
- Offer wait time and avoid idioms or slang
- Create a nurturing classroom with visual routines and structured expectations
- Encourage family engagement and home language maintenance
- Use word walls and accessible academic vocabulary tools

Low Prep Strategies

- Varied journal prompts, spelling or vocabulary lists : Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
- Anchor activities: Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
- Choices of books: Different textbooks or novels (often at different levels) that students are allowed to choose from for content study or for literature circles.
- Choices of review activities: Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).

- Homework options: Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
- Student-teacher goal setting: The teacher and student work together to develop individual learning goals for the student.
- Flexible grouping: Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individuals. Any small groups or pairs change over time based on assessment data.
- Varied computer programs: The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
- Multiple Intelligence or Learning Style options: Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
- Varying scaffolding of same organizer: Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
- Think-Pair-Share by readiness, interest, and/or learning profile: Students are placed in pre-determined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
- Mini workshops to re-teach or extend skills: A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
- Orbitals: Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
- Games to practice mastery of information and skill: Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.
- Multiple levels of questions: Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students’ learning and fostering class resentment of that student.)

High Prep Strategies

- Cubing: Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.

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- Tiered assignment/ product: The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.
- Independent studies: Students choose a topic of interest that they are curious about and want to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.
- 4MAT: Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas.
- Stations/ Learning Centers: A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individuals or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
- Tape recorded materials at different levels: Books on tape are purchased or (created by the teacher) so that students can listen to the book being read aloud to them while they follow along in the text. This is often done at a listening station, where tapes of books/information on various reading levels are available.
- Tic-Tac-Toe Choice Board
 - (sometimes called "Think-Tac-Toe")
 - The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board:
 - Identify the outcomes and instructional focus
 - Design 9 different tasks
 - Use assessment data to determine student levels
 - Arrange the tasks on a tic-tac-toe board either randomly, in rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.
- Choice Boards: Work assignments are written on cards that are placed in hanging pockets. By asking students to select a card from a particular row of pockets, the teacher targets work toward student needs yet allows student choice.

Teacher Notes

PBL tasks found through the resources can be adapted to address various historical/cultural units.

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In-text vocabulary should be incorporated into every unit. Word journals, word/vocabulary walls and/or various other activities should be utilized by the instructor to teach vocabulary.

The research process must be integrated within each course curriculum. Students will investigate issues emergent from thematic/historical units of study. As the Common Core Standards indicate, students will develop proficiency with MLA format.

Students must engage in technology applications integrated throughout the curriculum.

Civics, geography, economics, and the use of primary sources must be integrated throughout the Social Studies curriculum.