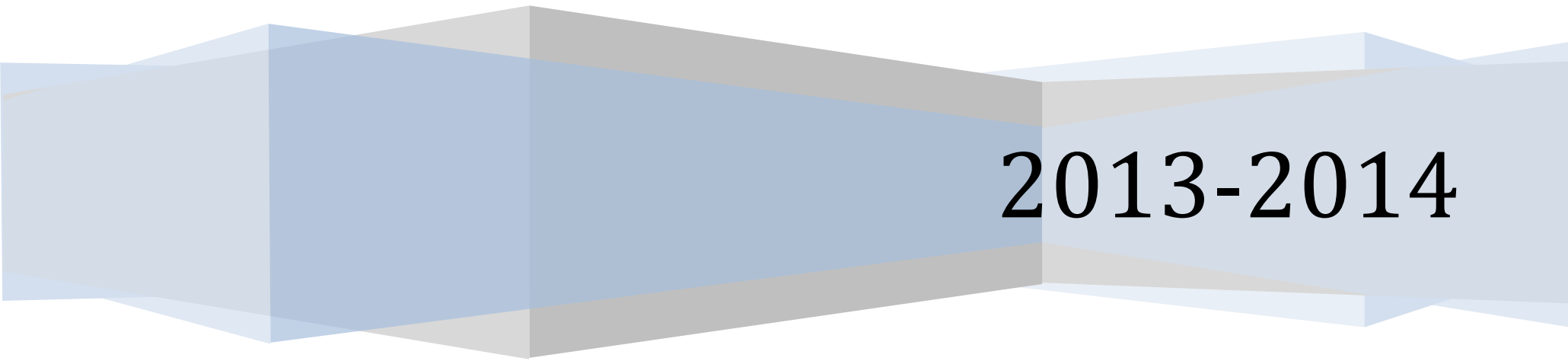


Montclair Public Schools

# Social Studies

## Curriculum Guide

US History I Academic Grade 10



2013-2014

Approved by the Montclair Board of Education  
November 2012/Revised: September 2013

Montclair Public Schools  
U S History I Honors Unit: Marshall A.b

Subject	US History I Academic	Grade	10	Unit #	1	Pacing	10 weeks
Unit	<b>We the People: Establishing a New Nation – Colonization, Revolution &amp; Constitution ( 1585-1800)</b>						
<b>Overview</b>							
<p>This unit provides an overview of important philosophical ideas and historic events that influenced the writing of our Constitution and Bill of Rights.</p> <p>Students will analyze why the Articles of Confederation was replaced by the Constitution, and the reasons the Framers created the US government as they did.</p> <p>Students will analyze how the government was organized under the Constitution, how the Bill of Rights came to be added to the Constitution, and focus on the expansion of constitutional rights.</p> <p>This unit provides the opportunity to discuss some of the most fundamental questions of citizenship.</p> <p>Students will be reading texts and other sources with a Lexile band of 1050-1335.</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives				Depth of Knowledge
6.1.12.1	<b>Colonization and Settlement</b> North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.	1	Critique how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.				4
		2	<b>Analyze how gender, property ownership, religion, and legal status affected political rights.</b>				4
		3	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.				3
6.1.12.2	<b>Revolution and the Constitution</b> The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.	4	<b>Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</b>				4
		5	Assess the impact of the interactions and conflicts between native groups and north American settlers.				4
		6	<b>Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</b>				4

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	<p>The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.</p> <p>Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p>	7	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.	3
		8	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	3
		9	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.	3
		10	Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.	3
		11	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	4
		12	Analyze why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.	4
		13	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	4
		14	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	3
		15	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.	4
		16	Relate events in Europe to the development of American trade and American foreign and domestic policies.	3
		17	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.	4
		18	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	
		<b>6.3.12</b>	<b>Active Citizenship in the 21<sup>st</sup> Century</b>	19
20	<b>Critically analyze information, make ethical judgments, and responsibly answer controversial issues.</b>			<b>4</b>

Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	21	Based on a close reading of primary sources, apply specific textual evidence to answer critical thinking questions.	4
RH.9-10.2	<b>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</b>	22	<b>Determine a theme or a central idea from primary and secondary sources</b>	3
		23	Critique the main ideas after reading a text	4
RH.9-10.4	<b>Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.</b>	24	<b>Analyze and apply technical and figurative meanings of terms and/or phrases from the text</b>	4
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	25	Analyze information from diverse primary and secondary sources, (i.e., graphs, maps, charts, pictures, documents, political cartoons, letters, journals, etc.)	4
WHST.9-10.1a	<u>Write arguments focused on discipline-specific content.</u> <b>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>	26	<b>Demonstrate an understanding of both the subject matter and proper writing techniques by writing a persuasive essay that answers a question about which people could reasonably disagree.</b>	3
WHST.9-10.1b	Develop claim(s) and counterclaims fairly, 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.	27	Practice the necessary components for a successful argument (i.e. evidence, persuasion, point of view)	3
WHST.9-10.1c	Use words, phrases, and 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	28	Utilize phrases and clauses that create a more cohesive written argument.	3

	claim(s) and counterclaims.			
<b>WHST.9-10.2</b>	<b>Write informative/explanatory texts, including the narration of historical events or technical processes.</b>	<b>29</b>	<b>Analyze a historical question and provide sound reasoning in a written piece that informs the reader and demonstrates an understanding of the subject matter.</b>	<b>4</b>
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	30	Utilize relevant pre-writing strategies that will help them prepare for extended time-frame writing assignments	3
		31	Engage in proofreading in the following areas: complete sentences, paragraph formation, verb-tense consistency, and proper MLA documentation	3
Essential Questions: Marshall A.c, C.c				
<ol style="list-style-type: none"> <li>1. What are the philosophical and historical foundations of the American political system?</li> <li>2. How did the Framers create the Constitution?</li> <li>3. How have the protections of the Bill of Rights been developed and expanded?</li> <li>4. What are the roles of the citizen in American democracy?</li> </ol>				

### Big Ideas: Marshall A.c

1. This unit provides an overview of important philosophical ideas and historic events that influenced the writing of our Constitution and Bill of Rights.
2. Students will analyze why the Articles of Confederation was replaced by the Constitution, and the reasons the Framers created the US government as they did.
3. Students will analyze how the government was organized under the Constitution, how the Bill of Rights came to be added to the Constitution, and focus on the expansion of constitutional rights.
4. This unit provides the opportunity to discuss some of the most fundamental questions of citizenship.

### Assessments: Marshall A.c, D.c

1. Common Benchmark as per district schedule
2. Formal and informal formative and summative assessments as determined by the teacher

### Key Vocabulary

- Democracy
- Republic
- Federalism
- Antifederalist
- Natural rights philosophy
- Social contract
- Due process of law
- Judicial review
- Establishment clause
- Free exercise clause

### Suggested Resources (CCSS Exemplar Texts in Bold)

- The Americans, by Danzer, Chapter 3–Chapter 6 Section 1 (p64-187) (1130L)
- We the People: the Citizen and the Constitution, by the Center for Civic Education (1120L)
- Declaration of Independence (1570L)
- Letters between John & Abigail Adams (1260L)
- Common Sense, by Thomas Paine (1330L)
- The Crisis, by Thomas Paine (1330L)
- The Articles of Confederation (1840L)
- The Constitution of the United States of America (1540L)
- Federalist & Antifederalist Papers (1450L)
- George Washington’s First Inaugural Address (1700L)
- George Washington’s Farewell Address (1490L)
- Letter to Thomas Jefferson, by Benjamin Banneker (1390L)

- Response to Benjamin Banneker, Thomas Jefferson (1930L)
- [www.oyez.org](http://www.oyez.org) (A multimedia archive of the Supreme Court of the United States)
- [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
- [www.njamistadcurriculum.com](http://www.njamistadcurriculum.com)
- <http://new.civiced.org>
- [www.lexile.com](http://www.lexile.com)
- <http://store.greatbooks.org/grades-9-12.html>
- [NJDOE resources](#)

### DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44 Wilson Reading</li> </ul>

### CROSS CURRICULAR RESOURCES

The Amistad Commission's Literacy components <http://njamistadcurriculum.net/history/commoncore/literature>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

### ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY

21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply
<b>Global Awareness</b> <b>Financial, Economic, Business and Entrepreneurial Literacy</b>	<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b>

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<p><b>Civic Literacy</b> Health Literacy <b>Environmental Literacy</b></p>	<p><b>Communication &amp; Collaboration</b> <b>Media Literacy</b> <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> <b>Life &amp; Career Skills</b></p>
<p><b>Technology Infusion</b></p>	
<p><b>Grades 9-12</b> Smart Board Applications Use <b>technology</b>, including the Internet, to produce and publish writing and to interact and collaborate with others Gather relevant information from multiple print and <b>digital</b> sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Make strategic use of <b>digital</b> media and visual displays of data to express information and enhance understanding of presentations. Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including <b>digital</b> sources) written for a broad audience</p> <p><b>Grades 9-10 Students</b> Use <b>technology</b>, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of <b>technology's</b> capacity to link to other information and to display information flexibly and dynamically</p> <p>Gather relevant information from multiple authoritative print and <b>digital</b> 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.</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or <b>digital</b> text.</p>	
<p><b>Evidence of Student Learning</b></p>	
<ul style="list-style-type: none"> <li>• Common benchmark</li> <li>• Evaluation rubrics</li> <li>• Self-reflections</li> <li>• Teacher-student conferences</li> <li>• Students' published pieces</li> <li>• Unit tests/Projects</li> <li>• Quizzes</li> </ul>	



Subject	US History I Academic	Grade	10	Unit #	2	Pacing	10 weeks
Unit	<b>Expansion and Reform</b>						
<b>Overview</b>							
<p><b>U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>Active Citizenship in the 21st Century</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> <li>Multiple political, social, and economic factors caused American territorial expansion.</li> <li>The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</li> </ul> <p>Students will be reading texts and other sources with a lexile band of 1050-1335</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives				Depth of Knowledge
6.1.12.3	Expansion & Reform (1801-1861)	1	<b>Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</b>				3
		2	Assess the role of geopolitics in the development of American foreign relations during this period.				3
		3	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.				3
		4	<b>Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</b>				4
		5	<b>Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</b>				4

		6	<b>Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</b>	3
		7	Evaluate the impact of Western settlement on the expansion of United States political boundaries.	4
		8	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	4
		9	<b>Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</b>	3
		10	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	3
		11	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.	4
		12	Determine the impact of religious and social movements on the development of American culture, literature, and art.	3
		13	Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.	3
		14	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.	3
		15	Compare and contrast the successes and failures of political and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.	3
		16	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	4
		17	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	2
<b>6.3.12</b>	<b>Active Citizenship in the 21st Century</b>	18	Critically analyze information, make ethical judgments, and responsibly address controversial issues.	4
		19	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.	4

Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	20	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	4
		21	<b>Based on a close reading of primary sources, cite specific textual evidence from the text to answer critical thinking questions.</b>	3
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	22	Students will be able to develop a theme or a central idea from primary and secondary sources	3
		23	<b>Students will be able to critique the main ideas after reading a text</b>	4
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	24	<b>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; 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). Students will be able to connect the meanings of technical, and figurative meanings of terms and/or phrases from the text</b>	2
RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	25	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	3
RH.9-10.6	<b>Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</b>	26	<b>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</b>	4
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	27	Analyze U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, and Monroe Doctrine); including how they address related themes and concepts.	3
WHST.9-10.1a	<b><u>Write arguments focused on discipline-specific content.</u> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes</b>	28	<b>Demonstrate an understanding of both the subject matter and proper writing techniques by writing a short persuasive piece that answers a question about which people could reasonably disagree.</b>	4

	<b>clear relationships among the claim(s), counterclaims, reasons, and evidence.</b>			
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	29	Practice relevant pre-writing strategies that will help them prepare for extended time-frame writing assignments	3
		30	Engage in proofreading in the following areas: complete sentences, paragraph formation, verb-tense consistency, and proper MLA documentation	3
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.	31	Analyze and evaluate the researched information to make connections between the sources that are compiled in the project.	4
		32	Use appropriate MLA citations to credit researched material and avoid plagiarism.	3
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	33	Demonstrate skills with appropriate quotations within papers and projects.	3

**Essential Questions: Marshall A.c, C.c**

1. How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
2. How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity.
3. What role, if any, does the removal of Native Americans play in the theory of the United States' "Manifest Destiny"?
4. How did social reform movements contribute to a changing idea of equality for all?

**Big Ideas: Marshall A.c**

1. Westward Expansion was a driving force in American politics in the early to mid 1800s.
2. Social reform movements grew during the time period, experiencing both successes and struggles.

**Assessments: Marshall A.d, D.c**

1. Common Benchmark as per district schedule
2. Formal and informal formative and summative assessments as determined by the teacher

**Key Vocabulary**

- Manifest destiny
- Suffrage
- Temperance
- Indian removal, assimilation, extermination

- Nationalism
- Isolationism
- Imperialism
- Sectionalism

#### Suggested Resources (CCSS Exemplar Texts in Bold)

- The Americans, by Danzer, Chapter 6 Section 2 – Chapter 9 (1130L)
- Journals of Lewis & Clark (1440L)
- Monroe Doctrine (1830L)
- Missouri Compromise (1440L)
- Cult of Domesticity, from Godey's Lady's Book, ca. 1850 (1140L)
- Ain't I a Woman, Sojourner Truth (640L)
- Seneca Falls Declaration of Sentiments (1350L)
- Surrender speech of Chief Joseph of the Nez Perce (560L)
- Thoreau's Civil Disobedience (excerpts) (1170L)
- [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
- Amistad Curriculum [www.njamistadcurriculum.com](http://www.njamistadcurriculum.com)
- <http://new.civiced.org>
- [www.lexile.com](http://www.lexile.com)
- Great Books Library Activities <http://store.greatbooks.org/grades-9-12.html>
- [NJDOE resources](#)

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44</li> <li>• Wilson Reading</li> </ul>
CROSS CURRICULAR RESOURCES		
The Amistad Commission's Literacy components <a href="http://njamistadcurriculum.net/history/commoncore/literature">http://njamistadcurriculum.net/history/commoncore/literature</a>		
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>		
ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY		
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply	
<b>Global Awareness</b> <b>Financial, Economic, Business and Entrepreneurial Literacy</b> <b>Civic Literacy</b> Health Literacy <b>Environmental Literacy</b>	<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> <b>Life &amp; Career Skills</b>	

## Technology Infusion

### Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

### Grades 9-10 Students

Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of **technology's** capacity to link to other information and to display information flexibly and dynamically

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.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

## Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Subject	US History I Academic	Grade	10	Unit #	3	Pacing	10 weeks
Unit	<b>Civil War and Reconstruction</b>						
<b>Overview</b>							
<p><b>U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>Active Citizenship in the 21<sup>st</sup> Century</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> <li>• The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</li> <li>• Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</li> <li>• Students will be reading texts and other sources with a lexile band of 1050-1335.</li> </ul>							
Standard #	NJCCCS	SLO #	Student Learning Objectives				Depth of Knowledge
6.1.12.4	Civil War & Reconstruction (1850-1877)	1	<b>Analyze the various rationales provided as a justification for slavery as well as the arguments used by the abolition movement.</b>				4
		2	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.				4
		3	<b>Relate conflicting political, economic, social, and sectional perspectives on the Civil War and Reconstruction to the resistance of some Southern individuals and states.</b>				3
		4	<b>Analyze how ideas found in key documents (i.e., the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</b>				4
		5	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.				3
		6	Evaluate how political and military leadership affected the outcome of the Civil War.				3



		7	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.	3
		8	Assess the role that economics played in enabling the North and South to wage war.	3
		9	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	3
		10	<b>Analyze why the Civil War was more costly to America than previous conflicts were.</b>	<b>3</b>
		11	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.	4
		12	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	3
		13	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	3
		14	Analyze the impact of population shifts and migration patterns during the Reconstruction period.	4
		15	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.	4
		16	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	4
6.3.12	Active Citizenship in the 21st Century	17	<b>Analyze sources of prejudice and discrimination and propose solutions to eliminate them.</b>	<b>4</b>
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	18	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	4
		19	Based on a close reading of primary sources, cite specific textual evidence from the text to answer critical thinking questions.	3

RH.9-10.7	<b>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</b>	20	<b>Analyze various accounts of a subject told in different mediums (e.g., both print and multimedia), determining which details are emphasized in each account.</b>	4
		21	<b>Analyze sources of information presented in diverse formats.</b>	4
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	22	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	4
		23	Assess the relevance and sufficiency of the evidence and the validity of reasoning in primary source documents.	4
WHST.9-10.2a	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.	24	Develop a thesis that identifies what will be attempted to be proven and briefly explains why.	3
		25	Critique complex issues about which people could reasonably disagree.	4
WHST.9-10.2b	<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.</b>	26	<b>Use supporting documentation which may include facts or quotes from primary source documents as well as information from historical sources, experts and historians.</b>	3
WHST.9-10.2d	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.	27	Demonstrate an understanding of key unit vocabulary in writing assignments.	3
WHST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	28	Write essays with no errors in grammar or spelling that distract from the content.	3
WHST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	29	Design a conclusion that is related to the assigned topic and answers all parts of the question that sums up what has been said and refrains from additions of new material.	4

<b>Essential Questions: Marshall A.c, C.c</b>
<ol style="list-style-type: none"> <li>1. What were the political, social and economic causes of the Civil War?</li> <li>2. Could the Union have been saved through means other than Civil War?</li> <li>3. What were the social, political and economic costs of the Civil War?</li> <li>4. How effective were the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments in the advancement of equal rights for all?</li> </ol>
<b>Big Ideas: Marshall A.c</b>
<ol style="list-style-type: none"> <li>1. The growing conflict over slavery and states' rights divided the North and South. When compromise failed, sectional conflict heightened, and division resulted.</li> <li>2. The Civil War brought about dramatic social, political, and economic changes in American society.</li> <li>3. As Congress enacted a policy of punishing the South for the Civil War, African Americans and others struggled to establish new lives.</li> <li>4. Eventually, the North tired of Reconstruction and southern whites regained control over the states.</li> </ol>
<b>Assessments: Marshall A.d, D.c</b>
<ol style="list-style-type: none"> <li>1. Formal and informal formative and summative assessments as determined by the teacher</li> <li>2. Common Benchmark as per district schedule</li> </ol>
<b>Key Vocabulary</b>
<ul style="list-style-type: none"> <li>• Abolition</li> <li>• Secession</li> <li>• Reconstruction</li> <li>• Equal protection</li> <li>• Suffrage</li> <li>• Total war</li> <li>• Emancipation</li> <li>• writ of <i>habeas corpus</i></li> </ul>
<b>Suggested Resources (CCSS Exemplar Texts in Bold)</b>
<ul style="list-style-type: none"> <li>• The Americans, by Danzer, Chapter 10-12 (1130L)</li> <li>• We the People: the Citizen and the Constitution, by the Center for Civic Education (Unit 4, p118-145) (1120L)</li> <li>• Confessions of Nat Turner, Thomas Grey, 1831 (1460L)</li> <li>• Fugitive Slave Act, 1850 (2020L)</li> <li>• Uncle Tom's Cabin, excerpts (1630L)</li> <li>• Hypocrisy of America Slavery, Frederick Douglass (1030L)</li> <li>• The Meaning of the 4th of July, Frederick Douglass (1190L)</li> <li>• Final Address, John Brown (1040L)</li> <li>• On John Brown, William Garrison (1280L)</li> </ul>

- Inaugural Address, Abraham Lincoln, 1861 (1690L)
- The Emancipation Proclamation (1840L)
- The Gettysburg Address (1150L)
- Black Codes (1300L)
- Civil Rights Act, 1866 (2670L)
- 13<sup>th</sup>, 14<sup>th</sup>, 15<sup>th</sup> Amendments (2100L)
- Sharecropping Agreement, 1886 (2100L)
- Atlanta Exposition Speech, Booker T. Washington, 1895 (1180L)
- Plessy v. Ferguson, 1896 (1620L)
- [www.oyez.org](http://www.oyez.org) (A multimedia archive of the Supreme Court of the United States)
- [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
- Amistad Curriculum [www.njamistadcurriculum.com](http://www.njamistadcurriculum.com)
- <http://new.civiced.org>
- [www.lexile.com](http://www.lexile.com)
- Great Books Library Activities <http://store.greatbooks.org/grades-9-12.html>
- [NJDOE resources](#)

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44 Wilson Reading</li> </ul>
CROSS CURRICULUR RESOURCES		
The Amistad Commission's Literacy components <a href="http://njamistadcurriculum.net/history/commoncore/literature">http://njamistadcurriculum.net/history/commoncore/literature</a>		
Lessons focused on Language: <a href="http://www.fcrr.org/studentactivities/language_k1.htm">http://www.fcrr.org/studentactivities/language_k1.htm</a>		
ALIGNMENT TO 21 <sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY		
21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply	
<b>Global Awareness</b> <b>Financial, Economic, Business and Entrepreneurial Literacy</b> <b>Civic Literacy</b> Health Literacy <b>Environmental Literacy</b>	<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b> <b>Communication &amp; Collaboration</b> <b>Media Literacy</b> <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> <b>Life &amp; Career Skills</b>	

## Technology Infusion

### Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others

Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

### Grades 9-10 Students

Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of **technology's** capacity to link to other information and to display information flexibly and dynamically

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.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

## Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Subject	US History I Academic	Grade	10	Unit #	4	Pacing	10 weeks
Unit	<b>Industrialization and Urbanization</b>						
Overview							
<p><b>U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p><b>Active Citizenship in the 21<sup>st</sup> Century</b> All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.</p> <ul style="list-style-type: none"> <li>• Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.</li> <li>• The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.</li> <li>• Students will be reading texts and other sources with a lexile band of 1050-1335.</li> </ul>							
Standard #	NJCCCS	SLO #	Student Learning Objectives				Depth of Knowledge
6.1.12.5	<b>The Development of the Industrial United States (1870-1900)</b>	1	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.				4
		2	<b>Analyze 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.</b>				4
		3	<b>Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.</b>				4
		4	Compare and contrast economic development of the North, South, and West in the post-Civil War period.				3

		5	<b>Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</b>	4
		6	<b>Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</b>	3
		7	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	4
		8	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	4
		9	<b>Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</b>	3
		10	<b>Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</b>	3
		11	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	3
6.3.12	<b>Active Citizenship in the 21st Century</b>	12	Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.	4
		13	Analyze sources of prejudice and discrimination and propose solutions to eliminate them.	4
<b>Standard #</b>	<b>CCSS ELA Standard</b>	<b>SLO #</b>	<b>Student Learning Objectives</b>	<b>Depth of Knowledge</b>
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	14	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	4
		15	Based on a close reading of primary sources, cite specific textual evidence from the text to answer critical thinking questions.	4



RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	16	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	4
		17	Provide an objective summary of primary source documents with an analysis of how they articulate the central ideas and how those ideas interact and build on one another.	4
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	18	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	3
		19	Analyze how both an author's style and content contribute to the message received by the reader.	4
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	20	Analyze various accounts of a subject told in different mediums (e.g., in both print and multimedia), determining which details are emphasized in each account.	4
		21	Analyze sources of information presented in diverse formats.	4
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	22	Analyze documents of historical and literary significance, including how they address related themes and concepts.	4
RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	23	Read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	4
		24	Demonstrate an independent reading of primary and secondary source documents.	3
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	25	Demonstrate the difference between persuasive and narrative writing, between opinion and historical evidence.	3
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.	26	Revise and edit writing in class with peer editing and teacher assistance.	3

WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	27	Collaborate with classmates to research, create and present projects through technology programs such as iMovie and PowerPoint.	3
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.	28	Through regular writing assignments, both large and small, long range and short range, students will demonstrate a wide range of writing abilities.	3

**Essential Questions: Marshall A.c, C.c**

1. What major factors generated the great technological boom of the late 19c to early 20c?
2. What strategies enabled big business to eliminate competition?
3. How did all of these new inventions affect the nation's workers? American business? Everyday life in late 19c America?

**Big Ideas: Marshall A.c**

1. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups

**Assessments: Marshall A.d, D.c**

Formal and informal formative and summative assessments as determined by the teacher  
Common Benchmark as per district schedule

**Key Vocabulary**

- Immigration
- Urbanization
- Monopoly, holding company, trust
- Robber baron
- Vertical integration, horizontal consolidation
- Union
- Collective bargaining
- Socialism, communism

**Suggested Resources (CCSS Exemplar Texts in Bold)**

- **The Americans, by Danzer, Chapter 14-16 (1130L)**
- Chinese Exclusion Act, 1883 (1780L)
- Jacob Riis, How the Other Half Lives, excerpts (1010L)
- [www.oyez.org](http://www.oyez.org) (A multimedia archive of the Supreme Court of the United States)

- [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
- [www.njamistadcurriculum.com](http://www.njamistadcurriculum.com)
- <http://new.civiced.org>
- [www.lexile.com](http://www.lexile.com)
- Great Books Library Activities <http://store.greatbooks.org/grades-9-12.html>
- [NJDOE resources](#)

### DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> <li>• Modifications &amp; accommodations as listed in the student's IEP</li> <li>• Assign a peer to help keep student on task</li> <li>• Modified or reduced assignments</li> <li>• Reduce length of assignment for different mode of delivery</li> <li>• Increase one to one time</li> <li>• Working contract between you and student at risk</li> <li>• Prioritize tasks</li> <li>• Think in concrete terms and provide hands on tasks</li> <li>• Position student near helping peer or have quick access to teacher</li> <li>• Anticipate where needs will be</li> <li>• Break tests down in smaller increments</li> <li>• <a href="#">NJDOE resources</a></li> </ul>	<ul style="list-style-type: none"> <li>• Strategy groups</li> <li>• Teacher conferences</li> <li>• Graphic organizers</li> <li>• <a href="#">Modification plan</a></li> <li>• <a href="#">NJDOE resources</a></li> <li>• Adapt a Strategy-Adjusting strategies for ESL students: <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>• Tiered Interventions following RtI framework</li> <li>• RtI Intervention Bank</li> <li>• <a href="#">NJDOE resources</a></li> <li>• Read 180</li> <li>• System 44 Wilson Reading</li> </ul>

### CROSS CURRICULUR RESOURCES

The Amistad Commission's Literacy components <http://njamistadcurriculum.net/history/commoncore/literature>

Lessons focused on Language: [http://www.fcrr.org/studentactivities/language\\_k1.htm](http://www.fcrr.org/studentactivities/language_k1.htm)

### ALIGNMENT TO 21<sup>ST</sup> CENTURY SKILLS AND TECHNOLOGY

21 <sup>st</sup> Century/ Interdisciplinary Themes: Bold all that apply	21 <sup>st</sup> Century Skills: Bold all that apply
<b>Global Awareness</b> <b>Financial, Economic, Business and Entrepreneurial Literacy</b>	<b>Creativity &amp; Innovation</b> <b>Critical Thinking &amp; Problem Solving</b>

<p><b>Civic Literacy</b> Health Literacy <b>Environmental Literacy</b></p>	<p><b>Communication &amp; Collaboration</b> <b>Media Literacy</b> <b>Information Literacy</b> <b>Information, Communication &amp; Technology</b> <b>Life &amp; Career Skills</b></p>
<p><b>Technology Infusion</b></p>	
<p><b>Grades 9-12</b> Smart Board Applications Use <b>technology</b>, including the Internet, to produce and publish writing and to interact and collaborate with others Gather relevant information from multiple print and <b>digital</b> sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Make strategic use of <b>digital</b> media and visual displays of data to express information and enhance understanding of presentations. Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including <b>digital</b> sources) written for a broad audience</p> <p><b>Grades 9-10 Students</b> Use <b>technology</b>, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of <b>technology's</b> capacity to link to other information and to display information flexibly and dynamically</p> <p>Gather relevant information from multiple authoritative print and <b>digital</b> 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.</p> <p>Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or <b>digital</b> text.</p>	
<p><b>Evidence of Student Learning</b></p>	
<ul style="list-style-type: none"> <li>• Common benchmark</li> <li>• Evaluation rubrics</li> <li>• Self-reflections</li> <li>• Teacher-student conferences</li> <li>• Students' published pieces</li> <li>• Unit tests/Projects</li> <li>• Quizzes</li> </ul>	