



Humanities Department Revised Pacing Guide 2021-2022

United States History I

2020 NJSLS Social Studies

National History Day 2021- 2022: Debate & Diplomacy in History

Unit	Skill Goals, (C3 Alignment) NJSLS Standards	Theme and Overarching Questions	Case Studies/Essential Questions	Assessments
1	NJSLS Social Studies 6.1.12.CivicsP1.2.a: 6.1.12.CivicsP1.2.b: 6.1.12.HistoryUP2.c: 6.1.12.GeopP.2.a: 6.1.12.HistoryUP2.a: 6.1.12.CivicsDP.13.a: NJSLS English Language Arts RI.9-10.1. RI.9-10.2. RI.9-10.4. NJSLSA.W1. NJSLSA.W2. NJSLSA.W7. <u>Social Justice Standards</u> C3 Framework: Disciplinary Tools and Concepts, developing	<u>Unit 1: Revolution</u> 1. What are the social, cultural, and economic factors that fuel a revolution? 2. What defines the success or failure of a revolution?	<u>The Boston Tea Party</u> What emotions, experiences, and events triggered the Boston Tea Party? (See <i>Social Justice Unit</i>) <u>US History I - Social Justice</u> <u>American Revolution</u> Was the American War for Independence inevitable? <u>Women's Suffrage</u> Why did so many states deny women the right to vote? <u>19th Amendment - NEA</u> <u>March for Our Lives</u>. Why is it important for young people to lead this conversation/movement? Five Things for Educators to Keep in Mind After March for Our Lives	Common Assessments Debate: Is democracy the best form of government? DBQ: How Revolutionary Was the American Revolution? <u>The DBQ Project</u> Culminating/ Writing Task: Examine the concepts of Uprising, Riot, Rebellion, and Revolution - How do you distinguish one from the other? How does the label affect the message of the act? Civic Engagement: Select an area of Social Justice in your community that you believe needs to be addressed. Write a proposal to outline how you will present the issue of concern and why this is a pertinent matter. Draft some solutions and possible steps that can be taken to solve this matter. The proposal can be



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	and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions.			directed to the Principal, Superintendent, Board of Education, Town Council, Police Department, Health Department, to name a few.
2	NJSIA Social Studies 6.1.12.CivicsP.2.a: 6.1.12.HistoryUP.2.b: 6.1.12.CivicsDP.3.b: 6.1.12.HistorySE.14.b: NJSIA English Language Arts RI.9-10.1. RI.9-10.2. RI.9-10.4. NJSLSA.W1. NJSLSA.W2. NJSLSA.W7. <u>Social Justice Standards</u>	Unit 2: Ideology and Political Viewpoints 1. How are ideologies birthed? 2. What can influence an individual to shift their thinking and beliefs?	<u>The Constitutional Convention of 1787</u> What principles have endured to make the constitution a lasting document? <u>The War of 1812</u> What is the long term impact and consequences of the war of 1812? <u>Andrew Jackson Presidency</u> Is President Jackson the example of a politician whose focus was on the "common man"?	Debate: What is the legacy of the Constitutional Convention of 1787? DBQ: How Democratic Was Andrew Jackson? <u>The DBQ Project</u> <u>Culminating/ Writing Task:</u> Explore one of President Andrew Jackson's policies. Take a position and indicate whether you support the policy or not. If you support the policy give reasons to support your position.



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	C3 Framework: Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions.		<u>Native Americans (21st Century)</u> What is the current impact of treaties between the federal government and Native American tribes? <i>Native Americans and Government Shutdown</i>	If you do not support the policy, rewrite the policy and explain why you opted to update the policy. Support your answers with details and examples. <u>National History Day Assessments</u> • Group Documentaries • Exhibits • Research Paper • Dramatic Performances • Website
3	NJSIA Social Studies 6.1.12.HistoryUP.2.c: 6.1.12.CivicsDP.4.a: 6.1.12.HistoryCA.4.c: 6.1.12.CivicsDP.13.a: NJSIA English Language Arts RI.9-10.1. RI.9-10.2. RI.9-10.4. NJSLSA.W1. NJSLSA.W2. NJSLSA.W7. <u>Social Justice Standards</u> C3 Framework:	Unit 3: American Identity 1. What does it mean to be American? 2. Is the definition of American static?	<u>Dred Scott v. Sandford</u> What was the legal reasoning behind the Dred Scott decision? <u>The Civil War</u> Was slavery the primary cause of the Civil War? <u>Reconstruction</u> How did changes in leadership impact various groups after Reconstruction <u>The Civil Rights Act of 1964</u> How did the civil rights movement change the United States? Voting in 1960's	Debate: Is the Supreme Court equipped to address moral dilemmas (ex. Dred Scott Case)? DBQ: How Did the Constitution Guard Against Tyranny? <u>The DBQ Project</u> <u>Culminating/ Writing Task:</u> Review the ruling of June 2020, U.S. Supreme Court decision in three cases (<i>Bostock v. Clayton County, Altitude Express, Inc. v. Zarda, and R.G. & G.R. Harris Funeral Homes Inc. v. Equal Employment Opportunity Commission</i>) that Title VII of the Civil Rights Act, which barred employers from discriminating on the basis of sex, also barred employers from discriminating on the basis



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	Disciplinary Tools and Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusion			of sexual orientation or gender identity. Based on the decisions, does this indicate that the initial goals of the 1964 Civil Rights Act is complete, or is it still a work in progress.
4	NJSIA Social Studies 6.1.12.GeoSV.3.a: 6.1.12.History/UP.3.a: 6.1.12.CivicsDP.7.a: 6.1.12.History/CA.7.a: 6.1.12.History/CC.8.b: 6.1.12.GeoPP.14.a: NJSIA English Language Arts RI.9-10.1. RI.9-10.2. RI.9-10.4. NJSLSA.W1. NJSLSA.W2. NJSLSA.W7. <u>Social Justice Standards</u> C3 Framework: Disciplinary Tools and	Unit 4: Foreign and Domestic Conflicts 1. Does America have a responsibility to be involved in global affairs? 2. Are domestic conflicts a result of a changing society or an American norm?	<u>Mexican American War</u> How and why are borders created and recreated throughout our nation's history? <u>National museum of American History</u> <u>World War I</u> What was the justification of entering World War One for each country that participated? <u>Roaring 1920's</u> How did this time period shift American norms and culture? <u>Immigration In the 21st Century</u> Has immigration been the key to America's success?	Debate: What is the greatest contribution that the roaring 1920's has had on the contemporary United States of America? (Prohibition, Harlem Renaissance, Fashion, Cinema, etc) DBQ: Was the United States justified in Going to War With Mexico? <u>The DBQ Project</u> <u>Culminating/ Writing Task:</u>



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	Concepts, developing and supporting claims using evidence, planning inquiries, gathering and supporting evidence, communicating conclusions.			Based on your knowledge of the history and current state of Immigration to the United States of America, write an updated immigration policy that congress will hear for debate. Explain the rationale for your decisions.
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Scenarios and Class Discussion (Part II)

First Amendment (Right to Assemble & Freedom of Speech)

Mary and John are participating in a rally on Livingston Avenue in front of the State Theater. The rally is to protest social injustice. Mary is wearing a shirt that reads "Police the Police" and John is wearing a shirt that reads "Stop the Brutality".

During the protest, the entrance to the State Theatre becomes blocked with congestion from the protestors. A New Brunswick Police officer approaches the scene to clear the crowd from blocking the entrance. As he steps into the crowd near Mary and John, Mary yells at the officer "What are you going to do, hit us"? John then holds his cell phone within two feet of the officer's face and begin videotaping.

Questions and discussion points:

- 1) What actions, if any, do the police have the right to take in this case?***
- 2) Have John or Mary committed any offenses?***
- 3) What actions by the protestors may further aggravate this situation?***
- 4) What actions could John or Mary take to mitigate (assist in) this situation?***

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5th Amendment (Privilege against self incrimination)

John, age 17, broke into the equipment room at New Brunswick H.S. and stole some football equipment. Unbeknownst to John, a witness observed him breaking into the room. John later brought some of the stolen goods to a flag football game.

Several days later, John was walking home from school when a New Brunswick police detective pulled up and requested that he accompany him to headquarters.

John kept walking and asked “why do you want to talk to me”? The detective told him that he would explain the situation once they arrived at headquarters.

John gets into the vehicle. He was neither handcuffed nor arrested at this point.

While in route to headquarters, John said “I know what this is about. I was going to return the football gear”.

Questions and Class Discussion

- 1) Did the officer have to Mirandize John once he got into the vehicle?**
- 2) Could John’s statement be used against him?**
- 3) Was there enough evidence to charge John with a crime? If so, why?**
- 4) What actions could John have taken to mitigate the situation?**
- 5) What actions could John have taken to aggravate the situation?**

4th Amendment (Search and Seizure/Use of Force)

John and Mary are at a party at a house on Delavan Street in New Brunswick. John gets into a physical altercation with another male and smashes a bottle over the male's head and when friends try to intercede, he points a gun at them and flees. Mary runs out and catches up to John on the street. They then hear sirens.

John and Mary enter someone's screened porch to hide. A New Brunswick police officer searching the area with a flashlight, locates them on the porch.

Fitting the description given by partygoers, the officer draws his weapon and commands them to show him their hands. He then orders them off the porch.

Mary complies but John refuses to raise his hands.

When back up arrives, officers physically wrestle John to the ground while attempting to place him under arrest.

Questions and discussion points:

- 1) Do the police have the right to physically search John?**
- 2) Do they have the right to physically search Mary?**
- 3) If officers see or feel the gun on John while struggling to place handcuffs on him, do they have the right to use deadly force?**
- 4) Would it make a difference if the weapon is loaded or not loaded? Why or why not?**

Opening comments by police officers to students

(this can be said in your own words as long as the message is consistent)

In response to recent tragic events that have occurred nationwide between police and citizens, it is our intention to make New Brunswick a safer city by creating a dialogue with the students of NBHS.

By utilizing scenarios and class discussion, we can share viewpoints and differing perspectives with the intent to build mutual trust.

Since many of these events are preventable, our hope is to avoid any such events from occurring in our city thus keeping the citizens and police in New Brunswick safe.

Educated Encounters-Law Enforcement Program Schedule

Week: November 8th-November 11th

Room: A301



	Monday 11/08/21 -white	Tuesday 11/09/21 - blue	Wednesday 11/10/21 - white	Thursday 11/11/21 - blue
1 st -2 nd 7:56-9:16	Monaghan-23 Moody-21	Monaghan-25 Moody-24	Sofilkanich-13 Pallet/Bethay-24	Pallet-25 Bethay-13 Rua-33 (Bilingual) room B206
3 rd -4 th 9:40-11:00	Monaghan-24 Moody- 24	Monaghan-25 Moody-25	Sofilkanich-12 Pallet/Bethay-25	Pallet-25 Rua-33 (Bilingual) room B206
5 th -6 th 11:04-12:24				
5 th & 7 th 11:04-11:44 /12:22-1:02				
6 th -7 th 11:42-1:02				
8 th -9 th 1:06-2:26	Monaghan-19 Moody- 20	Monaghan-18 Moody-19	Sofilkanich-12 Pallet/Bethay-20	Pallet-16 Bethay-10 Rua-33 (Bilingual) room B205
2:26-2:36				

Educated Encounters-Law Enforcement Program Schedule

Week: February 1st-February 4th

Room: A301



		Tuesday 02/01/22- white	Wednesday 02/02/22- blue	Thursday 02/03/22 - white	Friday 02/04/22 - blue
1 st -2 nd 7:56-9:16		Monaghan-23 Moody-21	Monaghan-25 Moody-24	Sofilkanich-13 Pallet/Bethay-24	Pallet-25 Bethay-13 Rua-33 (Bilingual) room B206
3 rd -4 th 9:40-11:00		Monaghan-24 Moody- 24	Monaghan-25 Moody-25	Sofilkanich-12 Pallet/Bethay-25	Pallet-25 Rua-33 (Bilingual) room B206
5 th -6 th 11:04-12:24					
5 th & 7 th 11:04-11:44 /12:22-1:02					
6 th -7 th 11:42-1:02					
8 th -9 th 1:06-2:26		Monaghan-19 Moody- 20	Monaghan-18 Moody-19	Sofilkanich-12 Pallet/Bethay-20	Pallet-16 Bethay-10 Rua-33 (Bilingual) room B205
2:26-2:36					

Educated Encounters-Law Enforcement Program Schedule

Week: May 23rd-May 26th

Room: A301



	Monday 05/23/22 - blue	Tuesday 05/24/22- white	Wednesday 05/25/22- blue	Thursday 05/26/22 - white	
1 st -2 nd 7:56-9:16	Monaghan-23 Moody-21	Monaghan-25 Moody-24	Sofilkanich-13 Pallet/Bethay-24	Pallet-25 Bethay-13 Rua-33 (Bilingual) room B206	
3 rd -4 th 9:40-11:00	Monaghan-24 Moody- 24	Monaghan-25 Moody-25	Sofilkanich-12 Pallet/Bethay-25	Pallet-25 Rua-33 (Bilingual) room B206	
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