

# 08 Manifest Destiny

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **2 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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The New Jersey Core Curriculum Content Standards for Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. An education in social studies fosters a population that: Is civic minded, globally aware, and socially responsible, exemplifies fundamental values of American citizenship through active participation in local and global communities, makes informed decisions about local, state, national, and global events based on inquiry and analysis, considers multiple perspectives, values diversity, and promotes cultural understanding, recognizes the implications of an interconnected global economy, appreciates the global dynamics between people, places, and resources, and utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions. In the self contained setting, students will be exposed to all essential materials.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that

- multiple political, social, and economic factors caused the expansion of American territories

## **CONTENT AREA STANDARDS**

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SOC.6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
SOC.6.1.12.CS3	Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing

out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

LA.W.11-12.1.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.

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP1.1

Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP4

Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- There are many reasons for the growth in the Western US and the push for territorial growth beyond the US borders (i.e. Latin America)
- There are many reasons and individuals involved with the social reform movement that took place
- Those who made the journey to California faced many hardships and false promises were made

### **Procedural Knowledge**

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Students will be able to:

- develop journals as if they were making the journey to California from the Eastern US describing their early optimism then their growing despair as they travel.
- show on a map the American Expansion

## **EVIDENCE OF LEARNING**

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Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

## **Benchmark Assessments**

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- Benchmark Assessments using Pear Assessments three times per year

## **Formative Assessments**

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Classroom participation, teacher observation, hands-on projects, classroom campaign

## **Summative Assessments**

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End of unit test or project

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Danzer, Gerald A. The Americans. Orlando, FL: Holt McDougal Houghton Mifflin Harcourt, 2012.

YouTube

<https://sites.google.com/site/collectionsofaspedukator/curriculum/u-s-history-1>

## **INTERDISCIPLINARY CONNECTIONS**

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Technology and Multimedia-

Use of Google for student research

Use of YouTube for videos related to classroom content

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.