

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
UNITED STATES HISTORY I AP

AP U.S. History 1 Curriculum Guide

<p>Pacing Guide: AP US History I is a full year course that meets on a rotating basis for three (3) 55-minute blocks and one (1) 40-minute block for every five (5) day cycle.</p>	<p>U.S. History 1-full year course</p> <p>Period One: 1450-1607 Pre-contract to British Colonization- (3-5 days)</p> <p>Period Two: 1607-1754 British Colonization to Seven Years War- (10 days)</p> <p>Period Three: 1754-1800 Seven Years War to Adams Administration (15 days)</p> <p>Period Four: 1800- 1848 Jefferson Administration to Seneca Falls Convention (15 days)</p> <p>Period Five: 1844-1877 Mexican War to the end of Reconstruction (15 days)</p> <p>Period Six: 1865-1900 The end of the Civil War to the Gilded Age (20 days)</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

<p>Technology Standards: 8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking- Programming</p> <p>21st Century Skills Standards: 9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</p>	<p>8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs. 8.1.12.F.1: Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs</p> <p>8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. 8.2.12.D.4: Assess the impacts of emerging technologies on developing countries</p> <p>9.1.12.D.12: Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets. 9.1.12.E.5: Evaluate business practices and their impact on individuals, families, and societies. 9.1.12.F.1: Relate a country’s economic system of production and consumption to building personal wealth and achieving societal responsibilities.</p> <p>9.2.12.C.4: Analyze how economic conditions and societal changes influence employment trends and future education</p>
<p>Career Ready Practices:</p>	<p>CRP1-Act as a responsible and contributing citizen and employee. CRP4-Communicate clearly and effectively and with reason. CRP7-Employ valid and reliable research strategies. CRP8-Utilize critical thinking to make sense of problems and persevere in solving them CRP11-Use technology to enhance productivity.</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP
Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<p><i>(Content, process, product and learning environment)</i></p> <p>Extension Activities</p> <ul style="list-style-type: none"> • Incorporate challenging assessments • Open forums and debates in the classroom regarding controversial issues. • Utilize advanced materials and resources to meet the needs of students. • Competitive and collaborative projects • Independent projects requiring research skills for assessing information • Anchor Activities • Advanced discussion techniques 	<p>Modifications for Homework/Assignments</p> <ul style="list-style-type: none"> • Modified in-class assignments • Building background information • Simplifying language for presentation • Internet bilingual dictionaries during class and during assignments. • Word banks for tests and quizzes • Developing content area vocabulary • Extended time for all assessments • Use of graphic organizers • Internet text translators • Simplification of requirements • Access to teacher designed Power Points and notes • Concept development • Collaboration between ESL and mainstream classroom teachers. • Pair novice ELLs with advanced ELL's. • High-interest / low-reading-level civics and history materials <p>Modifications for Homework:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Internet text translators • Use of graphic organizers 	<p><i>(Appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <ul style="list-style-type: none"> • In-Class-Support • Graphic Organizers • Provide study guides • Extended time on assessments • Research guides • Analogies • Highlighting/underlining • Note-taking guides • Cue cards • Establish timelines • Clarify assignments, directions, instructions • Chapter/lecture notes • Assistive technology • Provide computer programs to assist with written assignments • Highlight key vocabulary • Model skills/techniques • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice 	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <ul style="list-style-type: none"> • Intervention and Referral Team (I&RS) in-house strategies for teachers. • Extra textbooks at home • Extended time for assignments • Highlight key vocabulary • Pair visual prompts with verbal presentations • Model skills/techniques • Modify assignments • Preferential seating as noted by teacher and student • Parent/teacher communication • Provide books on tape/CD/digital media as requested by student when appropriate. • Assign peer helper in class • Pair visual prompts with verbal presentations • Repetition and practice • Provide copy of class notes • Use of computers to complete assignments as requested by a student • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

	<ul style="list-style-type: none"> • Modified homework assignments • Internet bilingual dictionaries. • Provide student with clearly stated and written expectations and grading criteria for homework 	<ul style="list-style-type: none"> • Provide verbal reminder of assignments • Check student independent work • Assist student with planning of assignments <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments. <p>Modifications for Assessments:</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessments 	<p>assignments</p> <ul style="list-style-type: none"> • Assist with technology <p>Modifications for Homework and Assignments:</p> <ul style="list-style-type: none"> • Extended time to complete assignments • Simplify complicated assignments into smaller units in phases as needed by student • Provide student with clearly stated and written expectations and grading criteria for assignments <p>Modifications for Assessments</p> <ul style="list-style-type: none"> • Extended time for tests and quizzes • Restate and clarify directions and questions • Provide study guides for classroom tests • Establish procedures for accommodations/modifications for assessment
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

CONTENT: Precontact America And European - Encounter with The Americas c. 1400 - 1700			
Theme: Students will trace the development of precontact American peoples and their use of land, resources and institutions necessary to survive and flourish.			
Essential Questions: What is the relationship between “red, white, and black” in colonial America?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Students will trace the development of precontact American peoples and their use of land, resources and institutions necessary to survive and flourish. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Students will assess the relationships between "Red, White and Black" in colonial America within the context of the introduction of slavery and Native-European concepts of land ownership. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.1.a, 6.1.12.A.1.b 6.1.12.A.2.b, 6.1.12.A.2.c 6.1.12.B.1.a 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><u>Career Ready Practice:</u></p> <p>CRP1,4,7,8,11</p>
			<p><u>Time Frame:</u> Teaching time: 3 to 5 days</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
UNITED STATES HISTORY I AP

			<p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

CONTENT: THE NORTH AMERICAN COLONIES AND THEIR - ROLE IN THE BRITISH EMPIRE c. 1550 - 1750			
Theme: The learner will assess the role played in the overall British economy by the North American colonies.			
Essential Questions: Analyze the ways in which TWO of the following influenced the development of American society. Puritanism during the 17 th Century The Great Awakening of the early 18 th Century The ideologies and philosophies of the European Enlightenment			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The learner will assess the role played in the overall British economy by the North American colonies. • Additionally, an assessment of the military importance to the British of the colonies will be undertaken. • Students will compare and contrast the three regional economies of the colonial period and the implications of diversity for the future development of each region and the nation. • Students will assess the rivalries between Britain, France, and Native Americans as the cause of the Seven Years War. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Students will assess the impact of the Seven Years War on the political, military and economic relationship between Britain and the North American colonies. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now exercises • Classroom exercises • Guided Reading Activities • Exams • Encounter Cartoon Project • Lecture and note taking • Discussion • Group Activities • DBQ analysis • Oral Presentations • Debates • Homework • Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.B.1.a 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

			<p><u>Career Ready Practice:</u> CRP1,4,7,8,11</p> <p><u>Time Frame:</u> Seven to ten days</p> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projectors</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
UNITED STATES HISTORY I AP

CONTENT: War for Independence c. 1550 - 1750			
Theme: Students will assess the Seven Year's War, its results and implications as a cause of the War for Independence. The learner will investigate the role of the Continental Congress in the raising of an army, the development of a provisional American government and the execution of the Declaration of Independence.			
Essential Questions: Evaluate the relative importance of the following as factors prompting Americans to rebel in 1775 – 1776.		Parliamentary taxation Restriction of civil liberties British military measures The legacy of colonial religious and political ideology	
Content <i>(As a result of this learning segment, students will know...)</i>	Skills <i>(As a result of this learning segment, students will be able to...)</i>	Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)	Standards (NJSLs)
<ul style="list-style-type: none"> Students will examine British policies regarding their North American colonies following the Seven Years War, and how these policies exacerbated tensions between Britain and the BNAC. Students will investigate the philosophy of the American Patriot movement and its foundations in the Enlightenment Philosophers (Locke, Hobbes, et al). The learner will investigate the role of the Continental Congress in the raising of an army, the development of a provisional American government and the execution of the Declaration of Independence. Students will focus on major strategies of the war, as well as the major personalities and allies on both sides of the conflict. 	<ul style="list-style-type: none"> Students will be challenged to assess the war as an economic conflict as an alternative interpretation to the more traditional "Patriotism" and "Liberty" approaches. Students will review the challenges in living in the newly created United States during the War for Independence, with particular attention paid to "Loyalists" and "Patriots." Students will review the terms ending the war, the impact on both sides and inventory territory newly acquired by the United States. 	<ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.B.1.a 6.1.12.C.2.a 6.1.12.D.2.b 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10 <u>Technology Standards:</u> 8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4 <u>21st Century Themes and Skills:</u> 9.1.12.D.12 9.1.12.E.5

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

			<p>9.1.12.F.1 9.2.12.C.4</p> <p><u>Career Ready Practice:</u> CRP1 CRP4 CRP7 CPP8 CRP11</p> <p><u>Time Frame:</u> Ten to 15 days</p> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

CONTENT: Constitutional Convention and Early Government c. 1750 – 1820			
Theme: The creation and implementation of the Federal Constitution			
Essential Questions: How is the Federal Constitution an enduring document			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The learner will investigate the failure of the Articles of Confederation. • Students will review the major Enlightenment philosophers who influenced the drafters of the Constitution (Locke, Montesquieu, Voltaire and Rousseau) and how their theories are integrated into the Constitution. • Students will assess the political climate that influenced the Philadelphia Convention, particularly the Federalists versus the anti-Federalists. • Students will investigate institutions provided for in the Constitution (separation of powers) and their role in modern United States government. • Students will dissect the Bill of Rights and apply it to life in the United States throughout history. • Students will assess the presidency of George Washington 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Students will investigate institutions provided for in the Constitution (separation of powers) and their role in modern United States government. • Students will dissect the Bill of Rights and apply it to life in the United States throughout history. • Students will assess the presidency of George Washington and the impact of his legacy upon future presidents, particularly Adams and Jefferson. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now exercises • Classroom exercises • Guided Reading Activities • Exams • Encounter Cartoon Project • Lecture and note taking • Discussion • Group Activities • DBQ analysis • Oral Presentations • Debates • Homework • Field trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.B.1.a 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p> <p>Career Ready Practice: CRP1,4,7,8,11</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

<p>and the impact of his legacy upon future presidents, particularly Adams and Jefferson.</p>			<p>Time Frame: Ten to 15 days</p> <p>Materials: Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projectors</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

CONTENT: Jeffersonian and Jacksonians c. 1800 - 1850			
Theme: Political realignment in the Early Republic			
Essential Questions: In what ways and to what extent do Jefferson and Jackson change the American experience?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The learner will assess the presidency of Thomas Jefferson and the implications of his actions and policies for the nation. Students will investigate the negotiations regarding the Louisiana Purchase. Students will be challenged to argue the purchases' Constitutionality and ethical foundation given Jefferson's reputation as a strict interpreter of the power of the president under the Constitution. The learner will investigate the life and times of Andrew Jackson, the short and long-term effect on the country of his policies and his role as champion of the "common man." Students will review the evolution of the American two party systems, the demise of the Federalists and the rise to national prominence of the Whigs. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Students will evaluate the effect of Jefferson's trade policies, especially the Embargo Act, on the U.S. economy. Students will assess the U.S Supreme Court under John Marshall, especially the tradition of judicial review. Students will investigate the presidency of James Madison, especially his handling of the War of 1812. Students will evaluate the power play between those who professed a national view (Jackson, Clay) and those with a states rights view (Calhoun) and the effect on politics, government and the economy. Students will investigate the Nullification Crisis with a focus toward the rationale behind the position held by those favoring Nullification and other sectional philosophies. Students will assess the Bank 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSLs)</p> <p>6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.B.1.a 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10</p> <p><u>Technology Standards:</u></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><u>21st Century Themes and Skills:</u></p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

	<p>Crisis, the Panic of 1837 and the move toward an independent treasury system.</p>		<p><u>Career Ready Practice:</u> CRP1 CRP4 CRP7 CPP8 CRP11</p> <hr/> <p><u>Time Frame:</u> Ten to 15 days</p> <hr/> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources& Websites LCD Projector</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

CONTENT: Nationalism, Territorial Expansion and Industrialism c. 1820 – 1860			
Theme: The U.S. Comes of Age.			
Essential Questions: To what extent did any two of the following shape American identity and unity in the years 1810-1860? Sectional Commercial Relationships Political/Civic Involvement Antebellum Reform Movements			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The learner will assess the presidency of James Monroe, with a focus on his economic policies (The Era of Good Feelings) and foreign policies (Monroe Doctrine). Students will trace the expansion of the nation, resettlement patterns and attitudes toward government, Native Americans, and persons of color. Students will discuss the impact of the Missouri Compromise on national attitudes regarding the settlement of newly acquired lands. Students will trace the beginnings of the Industrial Revolution in the United States and its impact on the nation and its implications for sectional tensions. The learner will investigate the dynamics of sectionalism in the 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> Students will assess the growing dependence of the South on agriculture and a slave economy and its implications for sectional tensions. Students will focus on the phenomenon of social mobility and the entrepreneurial spirit of the U.S economy. The learner will trace United States territorial expansion. Further, the learner will assess U.S. territorial policy as a cause of the Civil War. Students will examine the doctrine of Manifest Destiny and its long-term effect on U.S domestic and foreign policy. Students will observe the deepening of sectional tensions as more land, especially land south of the Missouri Compromise line is acquired. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.2.e 6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.A.3.d 6.1.12.B.3.a 6.1.12.D.3.c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

<p>United States and the impact it had on all aspects of life in the nation.</p> <ul style="list-style-type: none"> Students will assess life in the industrial north, including the impact of immigration, early attempts at labor reform and city life. 	<ul style="list-style-type: none"> Students will assess the presidency of James Polk, focusing on our involvement in the Mexican War. 		<p><u>Career Ready Practice:</u> CRP1,4,7,8,11</p> <p><u>Time Frame:</u> Ten to 15 school days</p> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

CONTENT: Antebellum Reform Movements c. 1820 - 1855			
Theme: Toward a more perfect Union			
Essential Questions: In what ways and to what extent was the Antebellum period a second American Revolution?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> The learner will interpret the American Reform Period, the dynamics involved in the various reform movements and their effect on life and politics in the United States. Students will investigate the various reform movements of the period (temperance, care for the mentally ill, the rights of Native Americans, women and workers and abolition, etc.) and their leaders (Dorothea Dix, Elizabeth Cady Stanton, Lyman Beecher, Harriet Beecher Stowe, et al). Students will investigate the various Utopian communities of the period (The Mormons, Pillar of Fire, the Oneida Community, etc.). 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> The learner will interpret the American Reform Period, the dynamics involved in the various reform movements and their effect on life and politics in the United States. 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.2.e 6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.A.3.d 6.1.12.B.3.a 6.1.12.D.3.c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
UNITED STATES HISTORY I AP

			<p><u>Career Ready Practice:</u> CRP1,4,7,8,11</p>
			<p><u>Time Frame:</u> Ten to 15 days</p>
			<p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
UNITED STATES HISTORY I AP

CONTENT: Civil War and Reconstruction c. 1850 - 1877			
Theme: That the Civil War was the true American Revolution			
Essential Questions: In what ways and to what extent was the Civil War the true American Revolution?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> • The learner will investigate the myriad of causes of the Civil War from the point of view of both North and South. • The student will assess the impact of the following on the nation in the years leading to the Civil War: • The Compromise of 1850 • The Fugitive Slave Act • Underground Railroad • Kansas-Nebraska Act • Theory of "Popular Sovereignty" • The Realignment of Political Parties • Demise of the Whigs • Emergence of the Republicans • Ineffectiveness of the Democrats Uncle Tom's Cabin, • The Liberator • John Brown's Raid • Growing Popularity of Abolition • The Rise of Lincoln • The Election of 1860 • The learner will review pre-war strengths and weaknesses for the Union and the Confederacy. 	<p>Skills <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> • Students will be challenged to refute the myth that all Southern states seceded simultaneously. • Students will trace the political, economic and geographic rationale for secession. • Students will investigate the political environment in the United States before and after the election of 1860. • Students will investigate the conduct of the war and the subsequent Reconstruction of the Union. The learner will compare and contrast the Reconstruction policies of Lincoln, Johnson and the Radical Republicans. The student will focus on the political environment following the war and draw conclusions regarding the motivation behind each plan. • Students will assess the impact of the assassination of Lincoln to the nation and to Reconstruction policy. • Students will investigate southern 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> • Do Now exercises • Classroom exercises • Guided Reading Activities • Exams • Encounter Cartoon Project • Lecture and note taking • Discussion • Group Activities • DBQ analysis • Oral Presentations • Debates • Homework • Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.4.a 6.1.12.A.4.b 6.1.12.A.4.c 6.1.12.B.4.a 6.1.12.B.4.b 6.1.12.C.4.a 6.1.12.C.4.b 6.1.12.D.4.a 6.1.12.D.4.c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

<ul style="list-style-type: none"> • Students will detail military strategy, various campaigns and battles of the Civil War. The student will assess the various outcomes of the war and their short and long-term impact on the war and the nation. • Students will study the effects of foreign policy and diplomacy on both sides of the war. • Students will examine life in the Union and Confederacy before, during and immediately following the war. Students will focus on war as a change agent in society and identify those who gained and lost in society during the war. • Students will investigate the roles of women, Native Americans and African Americans both in battle and on the home front. • Students will examine the abolition of slavery during the Civil War (Emancipation Proclamation, Freedmen's Bureau, Thirteenth Amendment, etc.). • Students will assess the devastation of the South during and after the war and the effect it has on Reconstruction policy. • Students will discuss the politics of the New South and the relationships between newly free Blacks, Whites of various socio- 	<p>reaction to Reconstruction policy and the political mechanism for reentry to the Union.</p> <ul style="list-style-type: none"> • Students will dissect the so-called "Civil War Amendments" (13th, 14th, 15th) and analyze their effect on the development of the United States. 		<p><u>Career Ready Practice:</u> CRP1,4,7,8,11</p> <hr/> <p><u>Time Frame:</u> 15 to 20 days</p> <hr/> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
UNITED STATES HISTORY I AP

<p>economic ranking and newly arrived Northern entrepreneurs.</p> <ul style="list-style-type: none">• Students will focus on life for persons of color in the United States, focusing primarily on the South. Students will trace the subordination of persons of color in the South through the use of Jim Crow laws and supremacist groups (KKK).• Students will examine the post war Southern economy, with special attention paid to the downsizing of agriculture (tenant farming, sharecropping) and industrial stimulus from Northern investment.• Students will assess the impact of the "closing" of the frontier in the latter part of the 19th Century.			
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CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
SOCIAL STUDIES DEPARTMENT
UNITED STATES HISTORY I AP

CONTENT: Gilded Age c. 1877 – 1901			
Theme: The United States joins the world.			
Essential Questions: What was the impact of US territorial, imperial and industrial expansion on national unity between 1870 and 1901?			
<p>Content <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> Students will examine American politics at the end of Reconstruction. The dynamics of the presidential election of 1876 and the subsequent Compromise of 1877 will be explored. The impact of Reconstruction on the nation in general and in the South in particular will be assessed. The learner will focus on the dramatic shift in the American economy from agriculture to industry and the effects of that shift on all aspects of life in the United States. Students will trace the growth of several industries in the United States (railroads, iron, coal, steel, electricity, oil, banking & etc.). Students will assess the effect of technological advancement on worker and workplace. The overwhelming numbers of immigrants and the implications and effects of their arrival in America will be investigated. 	<p>Skills <i>(As a result of this learning segment, students will be able to do...)</i></p> <ul style="list-style-type: none"> Tenant farming and sharecropping will be discussed as means to preserving the antebellum economic status quo in the states of the former Confederacy. The various means used by the Southern political elites to disenfranchise not only African-Americans but poor Whites will be evaluated. Poll taxes, literacy tests, grandfather clauses and coercion by groups like the KKK will be discussed. The Supreme Court’s decisions in <i>Hall v DuCuir</i> and <i>Plessy v Ferguson</i> will be studied for their impact on federal complicity in disenfranchising African-Americans in the following hundred years. The closing of the Western frontier will be carefully examined for its key role in life in post war America. The significance of Frederick Jackson Turner’s “Frontier Thesis,” the expansion of railroads, the discovery of 	<p>Assessments (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> Do Now exercises Classroom exercises Guided Reading Activities Exams Encounter Cartoon Project Lecture and note taking Discussion Group Activities DBQ analysis Oral Presentations Debates Homework Filed trips 	<p>Standards (NJSL)</p> <p>6.1.12.A.5.a 6.1.12.A.5.b 6.1.12.A.5.c 6.1.12.A.6.a 6.1.12.B.6.b 6.1.12.A.8.a 6.1.12.A.8.b 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-9.10.10 RH.9-10.1-9.10.10</p> <p>Technology Standards:</p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p>21st Century Themes and Skills:</p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1 9.2.12.C.4</p>

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT
 SOCIAL STUDIES DEPARTMENT
 UNITED STATES HISTORY I AP

	<p>mineral resources and the Homestead Act will be a major focus of this portion of the unit.</p> <ul style="list-style-type: none"> • The fate of the Native Americans will be considered. The effect of the Indian Wars and the Dawes Severalty Act upon the Native populations of the West will be investigated. • Students will delve into the socio-economic climate of the time and the conflicts it produced (Gospel of Wealth, Social Darwinism, Settlement House movement, Labor movement). • Students will investigate the political climate of the Gilded Age. Special emphasis will be placed on the increased importance of the business sector in running the day-to-day affairs of the nation. 		<p><u>Career Ready Practice:</u> CRP1,4,7,8,11</p> <hr/> <p><u>Time Frame:</u> 15 to 20 days</p> <hr/> <p><u>Materials:</u> Kennedy, David, Cohen, Lizabeth and Bailey, Thomas. <u>The American Pageant</u>, Thirteenth Edition. Boston: Houghton Mifflin, 2002.</p> <p>Kennedy. <u>The American Spirit</u>. Vol. 1, 14th ed. Boston: Houghton-Mifflin: 2005.</p> <p>Binder, Frederick and Reimers, David, eds. <u>The Way We Lived</u>, vols 1 & 2. Boston: Houghton-Mifflin, 2001.</p> <p>Internet Resources & Websites LCD Projector</p>
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