

CARLSTADT-EAST RUTHERFORD REGIONAL HIGH SCHOOL DISTRICT  
SOCIAL STUDIES DEPARTMENT  
US HISTORY I

US History 1 Curriculum Guide

**Pacing Guide:**  
**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.**

Chapter 1&2: European Exploration and Empires of America (3-4 weeks)

Chapter 3: The Growth and Development of the American (3-4 weeks)

Chapter 4: Independence (3-4 weeks)

Chapter 5: From Confederation to Federal Union (3-4 weeks)

Chapter 6: A Strong Start to the New Union (3-4 weeks)

Chapter 7: Nationalism and Economic Growth (3-4 weeks)

Chapter 8&9: Regional Societies and Working for Reform (3-4 weeks)

Chapter 10: Expansion and Conflict (3-4 weeks)

Chapter 11: Sectional Conflict Increase (3-4 weeks)

Chapter 12: The Civil War (3-4 weeks)

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<p><b>Technology Standards:</b>        8.1 Educational Technology</p> <p>8.2 Technology Education, Engineering, Design, and Computational Thinking-Programming</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><b>21st Century Skills Standards:</b>        9.1 Personal Financial Literacy</p> <p>9.2 Career Awareness, Exploration, And Preparation</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: 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><b>Career Ready Practices:</b></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>

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**Differentiation/Accommodations/Modifications**

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

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	<ul style="list-style-type: none"> <li>• Modified homework assignments</li> <li>• Internet bilingual dictionaries.</li> <li>• Provide student with clearly stated and written expectations and grading criteria for homework</li> </ul>	<p>assignments</p> <ul style="list-style-type: none"> <li>• Check student independent work</li> <li>• Assist student with planning of assignments</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments.</li> </ul> <p><b>Modifications for Assessments:</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Assist with technology</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>• Extended time to complete assignments</li> <li>• Simplify complicated assignments into smaller units in phases as needed by student</li> <li>• Provide student with clearly stated and written expectations and grading criteria for assignments</li> </ul> <p><b>Modifications for Assessments</b></p> <ul style="list-style-type: none"> <li>• Extended time for tests and quizzes</li> <li>• Restate and clarify directions and questions</li> <li>• Provide study guides for classroom tests</li> <li>• Establish procedures for accommodations/modifications for assessment</li> </ul>
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<b>CONTENT:</b> US History I			
<b>Theme:</b> European Exploration and the Empires of America, 1492-1763			
<b>Essential Question:</b> What impact did European exploration and colonization have on the development of America and the Native inhabitants?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>Students will trace the development of pre-contact American peoples and their use of land, resources and institutions necessary to survive and flourish.</li> <li>The learner will appreciate the priority on survival skills and the inherent hardships in the early contact period.</li> <li>The learner will appreciate that the "discovery" of the Americas was a gradual process, which continues today.</li> <li>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.</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.</li> <li>Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</li> <li>Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.</li> <li>Explain how interactions among African, European, and Native American groups began a cultural transformation.</li> <li>Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Section Quizzes</li> <li>Midterm and Final Exams</li> <li>Cooperative/Collaborative Group Evaluations</li> <li>Research Papers/Essays</li> <li>Presentations</li> <li>Marking Period Projects</li> <li>PowerPoint Presentations</li> <li>Internet/Library Research</li> <li>Classwork</li> <li>Homework</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.2.12.A.1.a, 6.2.12.A.3.a-e 6.2.12.C.1.c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-10, RH.9-10.1-10</p> <p><b>Technology Standards:</b></p> <p>8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b>Career Ready Practice:</b> CRP1,4,7,8,11</p>
			<p><b>Time Frame:</b> 3-4 weeks</p>

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			<p><b><u>Materials:</u></b> <u>American Nation Textbook</u> Pages 32-61 Internet Resources &amp; Websites LCD Projectors Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes</p>
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US HISTORY I

<b>CONTENT:</b> US History I			
<b>Theme:</b> The Development of the English Colonies and the French and Indian War, 1620-1763			
<b>Essential Question:</b> How did the American colonies develop and their impact upon relations with the native Americans and other European colonial powers?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>The learner will appreciate life skills necessary to survival in both urban and rural areas of colonial North America.</li> <li>Students will analyze the traditional New England plan of settlement and the riverine pattern that was popular in the South. Students will compare and contrast the two-lifestyle patterns.</li> <li>Students will assess the role and scope of religion in colonial North America, with an emphasis on the Great Awakening in New England.</li> <li>Students will examine relations between White European settlers and Native Americans as the frontier expands.</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</li> <li>Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</li> <li>Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</li> <li>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Section Quizzes</li> <li>Midterm and Final Exams</li> <li>Cooperative/Collaborative Group Evaluations</li> <li>Research Papers/Essays</li> <li>Presentations</li> <li>Marking Period Projects</li> <li>PowerPoint Presentations</li> <li>Internet/Library Research</li> <li>Classwork</li> <li>Homework</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12.A.1.a-b, 6.1.12.B.1.a 6.1.12.C.1.a-b, 6.1.12.D.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.9-10.1-10, RH.9-10.1-10</p> <p><b>Technology Standards:</b></p> <p>8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b>Career Ready Practice:</b></p> <p>CRP1,4,7,8,11</p>
			<p><b>Time Frame</b></p> <p>3-4 weeks</p>

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			<b>Materials:</b> <u>American Nation Textbook</u> Pages 64-93 Internet Resources & Websites LCD Projectors Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes
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US HISTORY I

<b>CONTENT:</b> US History I			
<b>Theme:</b> The Road to Revolution and the Revolutionary War, 1763-1783			
<b>Essential Question:</b> How did British colonial policy change leading to revolution, warfare and the creation of a new nation?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>Students will assess the Seven Year's War, its results and implications as a cause of the War for Independence.</li> <li>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 Colonists.</li> <li>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.</li> <li>Students will focus on major strategies of the war, as well as the major personalities and allies on both sides of the conflict.</li> <li>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."</li> <li>Students will review the terms ending the war, the impact on both sides and inventory territory newly acquired by the</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.</li> <li>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</li> <li>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</li> <li>Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</li> <li>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Section Quizzes</li> <li>Midterm and Final Exams</li> <li>Cooperative/Collaborative Group Evaluations</li> <li>Research Papers/Essays</li> <li>Presentations</li> <li>Marking Period Projects</li> <li>PowerPoint Presentations</li> <li>Internet/Library Research</li> <li>Classwork</li> <li>Homework</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12.A.1.a-b, 6.1.12.B.1.a, 6.1.12.C.1.a-b, 6.1.12.D.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.9-10.1-10, RH.9-10.1-10</p> <p><b><u>Technology Standards:</u></b></p> <p>8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b></p> <p>9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b><u>Career Ready Practice:</u></b></p> <p>CRP1,4,7,8,11</p>
			<p><b>Time Frame:</b> 3-4 weeks</p>

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United States.			<b><u>Materials:</u></b> <u>American Nation Textbook</u> Pages 98-131 Internet Resources & Websites, LCD Projectors Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes Internet Access & websites
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US HISTORY I

<b>CONTENT:</b> US History I			
<b>Theme:</b> The Creation of a New Nation from Confederation to Federal Union, 1776-1789			
<b>Essential Question:</b> How did a weak national government under the Articles of Confederation lead to compromising at the Constitutional Convention in creating a Constitution that was flexible and would balance the powers between the federal and state governments?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• The learner will investigate the failure of the Articles of Confederation.</li> <li>• 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.</li> <li>• Students will assess the political climate that influenced the Philadelphia Convention, particularly the Federalists versus the anti-Federalists.</li> <li>• Students will investigate institutions provided for in the Constitution (separation of powers) and their role in modern United States government.</li> <li>• Students will dissect the Bill of Rights and apply it to life in the United States throughout history.</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast the Articles of Confederation and the UNITED STATES Constitution in terms of the decision-making powers of national government.</li> <li>• Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</li> <li>• Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</li> <li>• Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Section Quizzes</li> <li>• Midterm and Final Exams</li> <li>• Cooperative/Collaborative Group Evaluations</li> <li>• Research Papers/Essays</li> <li>• Presentations</li> <li>• Marking Period Projects</li> <li>• PowerPoint Presentations</li> <li>• Internet/Library Research</li> <li>• Classwork</li> <li>• Homework</li> </ul>	<p><b>Standards (NJSL)</b></p> <p>6.1.12.A.2.a-e, 6.1.12.B.2.a-b, 6.1.12.C.2.b, 6.1.12.D.2.b-d 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-10, RH.9-10.1-10</p> <p><b><u>Technology Standards:</u></b></p> <p>8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b></p> <p>9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b><u>Career Ready Practice:</u></b></p> <p>CRP1,4,7,8,11</p> <hr/> <p><b><u>Time Frame:</u></b></p> <p>3-4 weeks</p>

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US HISTORY I

			<p><b><u>Materials:</u></b> American Nation Textbook Pages 132-157. Internet Resources &amp; Websites, LCD Projectors, Accompanying worksheet, essays, quizzes and chapter test. Internet Access &amp; websites Teacher generated outline notes.</p>
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US HISTORY I

<b>CONTENT: US History I</b>			
<b>Theme:</b> A Strong Start to the New Nation, 1789-1815			
<b>Essential Question:</b> How did the growth of the United States politically, economically and territorial affect relations with the Native Americans and existing European powers which led to the War of 1812?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Students will assess the presidency of George Washington and the impact of his legacy upon future presidents, particularly Adams and Jefferson.</li> <li>• Students will evaluate and assess the dangers the new nation faced both with the development of political parties and crisis occurring with and between European power.</li> <li>• 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.</li> <li>• Students will evaluate the effect of Jefferson's trade policies, especially the Embargo Act, on the U.S. economy.</li> <li>• Students will assess the U.S Supreme Court under John Marshall, especially the tradition of judicial review.</li> <li>• Students will investigate the presidency of James Madison, especially his handling of</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</li> <li>• Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812) was influenced by perceived national interest.</li> <li>• Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li> <li>• Analyze how change occurs through time due to shifting values and beliefs as well as</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Section Quizzes</li> <li>• Midterm and Final Exams</li> <li>• Cooperative/Collaborative Group Evaluations</li> <li>• Research Papers/Essays</li> <li>• Presentations</li> <li>• Marking Period Projects</li> <li>• PowerPoint Presentations</li> <li>• Internet/Library Research</li> <li>• Classwork</li> <li>• Homework</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12.A.2.a-e, 6.1.12.B.2.a-b, 6.1.12.C.2.b, 6.1.12.D.2.b-d 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-10 RH.9-10.1-10</p> <p><b>Technology Standards:</b></p> <p>8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b>Career Ready Practice:</b></p> <p>CRP1,4,7,8,11</p> <p><b>Time Frame:</b></p> <p>3-4 weeks</p>

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the War of 1812.	technological advancements.		<b>Materials:</b> <u>American Nation Textbook</u> Pages 188-217. Internet Resources & Websites, LCD Projectors, Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Access & websites
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<b>CONTENT:</b> US History I			
<b>Theme:</b> Nationalism and Economic Growth, 1790-1840			
<b>Essential Question:</b> How did the expansion of the United States affect border issues with Great Britain and Spain, the political climate between rival factions, and the effects of expansion on the Native Americans and African slaves?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>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).</li> <li>Students will trace the expansion of the nation, resettlement patterns and attitudes toward government, Native Americans, and persons of color.</li> <li>Students will discuss the impact of the Missouri Compromise on national attitudes regarding the settlement of newly acquired lands.</li> <li>The learner will investigate the presidency of Andrew Jackson, the short and long-term effect on the country of his policies toward the Native Americans, the tariff issue, his attack on the Bank of the United States and its subsequent cause on the Panic of 1837, and his role as champion of the "common man."</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Determine the extent to which America's foreign policy (i.e.; the Monroe Doctrine and the Native American removal) was influenced by perceived national interest.</li> <li>Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</li> <li>Analysis how the expansion of the United States led to future conflicts and wars with the Native Americans and Mexico over territorial expansion.</li> <li>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Section Quizzes</li> <li>Midterm and Final Exams</li> <li>Cooperative/Collaborative Group Evaluations</li> <li>Research Papers/Essays</li> <li>Presentations</li> <li>Marking Period Projects</li> <li>PowerPoint Presentations</li> <li>Internet/Library Research</li> <li>Classwork</li> <li>Homework</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12.A.3.b, d, e, g 6.1.12.C.3.a-b, 6.1.12.D.3.a-c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-10, RH.9-10.1-10</p> <p><b>Technology Standards:</b></p> <p>8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <p>9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b>Career Ready Practice:</b> CRP1,4,7,8,11</p>
			<p><b>Time Frame:</b> 3-4 weeks</p>

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SOCIAL STUDIES DEPARTMENT  
US HISTORY I

			<p><b><u>Materials:</u></b> <u>American Nation Textbook</u> Pages 224-251. Internet Resources &amp; Websites, LCD Projectors, Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Access &amp; websites</p>
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US HISTORY I

<b>CONTENT:</b> US History I			
<b>Theme:</b> Slavery and the Reform Movement in America, 1793-1860			
<b>Essential Question:</b> How did the political, economic, and territorial growth in the United States affect regional societies and the growth of slavery and its impact on the industrial, religious and the abolitionist reform movements?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• Students will investigate the dynamics of sectionalism in the United States and the impact it had on the nation.</li> <li>• Students will assess life in the industrial north, including the impact of immigration, early attempts at labor reform and city life.</li> <li>• Students will investigate slavery, including its origins and the economic and social justification for its use.</li> <li>• The learner will interpret the American Reform Period, the dynamics involved in the various reform movements and their effect on life and politics.</li> <li>• 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).</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the antebellum period.</li> <li>• Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</li> <li>• Explore efforts to reform education, women’s rights, slavery, and other issues during the antebellum period.</li> <li>• Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women from the American Revolution to the Civil War.</li> <li>• Select and analyze information from a variety of sources to present a reasoned</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Section Quizzes</li> <li>• Midterm and Final Exams</li> <li>• Cooperative/Collaborative Group Evaluations</li> <li>• Research Papers/Essays</li> <li>• Presentations</li> <li>• Marking Period Projects</li> <li>• PowerPoint Presentations</li> <li>• Internet/Library Research</li> <li>• Classwork</li> <li>• Homework</li> </ul>	<p><b>Standards (NJSLs)</b> 6.1.12.A.3.b, d, e, g 6.1.12.C.3.a-b 6.1.12.D.3.a-c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-10, RH.9-10.1-10</p> <p><b>Technology Standards:</b> 8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4</p> <p><b>21<sup>st</sup> Century Themes and Skills:</b> 9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b>Career Ready Practice:</b> CRP1,4,7,8,11</p>
			<p><b>Time Frame</b> 3-4 weeks</p>

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<ul style="list-style-type: none"> <li>• Students will investigate the various Utopian communities of the period (The Mormons, Pillar of Fire, the Oneida Community, etc.).</li> <li>• The contributions of Dorothea Dix, who helped to expose and improve conditions for the mentally ill, and who began to reform mental institutions, are studied in this unit.</li> </ul>	<p>argument or position in a written and/or oral format.</p>		<p><b><u>Materials:</u></b>  <u>American Nation Textbook</u>                  Pages 252-309.                  Internet Resources &amp; Websites,                  LCD Projectors,                  Accompanying worksheet, essays,                  quizzes and chapter test.                  Teacher generated outline notes.                  Internet Access &amp; websites</p>
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US HISTORY I

<b>CONTENT: US History I</b>			
<b>Theme:</b> Manifest Destiny, Westward Expansion and Conflict, 1820-1860			
<b>Essential Question:</b> What did the philosophy of Manifest Destiny toward the West have on relations with the nation of Mexico and the long-range effects on the Native America culture, territory and way of life?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>The learner will trace United States territorial expansion to the West. Further, the learner will assess U.S. territorial gains and policies as a cause of the Civil War.</li> <li>Students will examine the doctrine of Manifest Destiny and its long-term effect on U.S domestic and foreign policy.</li> <li>Students will observe the deepening of sectional tensions as more land; especially land south of the Missouri Compromise line is acquired.</li> <li>Students will assess the presidency of James Polk, focusing on our involvement in the Mexican War.</li> <li>Students will examine the catastrophic effects westward expansion and conquest in Mexico, California and Oregon had on the native Mexicans and Native Americans on the west coast.</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</li> <li>Assess the role of geopolitics in the development of American foreign relations during this period.</li> <li>Assess the impact of Western settlement on the expansion of United States political boundaries.</li> <li>Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</li> <li>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Section Quizzes</li> <li>Midterm and Final Exams</li> <li>Cooperative/Collaborative Group Evaluations</li> <li>Research Papers/Essays</li> <li>Presentations</li> <li>Marking Period Projects</li> <li>PowerPoint Presentations</li> <li>Internet/Library Research</li> <li>Classwork</li> <li>Homework</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12.A.3.b, d, e, g 6.1.12.C.3.a-b, 6.1.12.D.3.a-c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-10, RH.9-10.1-10</p> <p><b><u>Technology Standards:</u></b> 8.1.12.D.5, 8.1.12.F.1 8.2.12.B.4, 8.2.12.D.4</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b> 9.1.12.D.12, 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b><u>Career Ready Practice:</u></b> CRP1,4,7,8,11</p>
			<p><b><u>Time Frame:</u></b> 3-4 weeks</p>

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US HISTORY I

			<p><b><u>Materials:</u></b> <u>American Nation Textbook</u> Pages 314-341. Internet Resources &amp; Websites, Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes. Internet Access &amp; websites</p>
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<b>CONTENT:</b> US History I			
<b>Theme:</b> Slavery Leads to Sectional Conflicts in America, 1845-1861			
<b>Essential Question:</b> How did westward expansion, the threat of the expansion of slavery and the political polarization in America lead to the breakdown in compromise that led to the American Civil War?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>• The learner will investigate the myriad of causes of the Civil War from the point of view of both North and South.</li> <li>• The student will assess the impact of the following on the nation in the years leading to the Civil War:</li> <li>• The Compromise of 1850</li> <li>• The Fugitive Slave Act</li> <li>• Underground Railroad</li> <li>• Kansas-Nebraska Act</li> <li>• Theory of "Popular Sovereignty"</li> <li>• The Realignment of Political Parties</li> <li>• Emergence of The Republicans</li> <li>• The Events of "Bleeding Kansas"</li> <li>• Ineffectiveness of The Democrats Uncle Tom's Cabin,</li> <li>• The Dred Scott Decision</li> <li>• John Brown's Raid at Harper's Ferry</li> <li>• Growing Popularity of Abolition</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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).</li> <li>• Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</li> <li>• 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.</li> <li>• Prioritize the causes and events that led</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>• Chapter Tests</li> <li>• Section Quizzes</li> <li>• Midterm and Final Exams</li> <li>• Cooperative/Collaborative Group Evaluations</li> <li>• Research Papers/Essays</li> <li>• Presentations</li> <li>• Marking Period Projects</li> <li>• PowerPoint Presentations</li> <li>• Internet/Library Research</li> <li>• Classwork</li> <li>• Homework</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12.A.3.b, d, e, g 6.1.12.C.3.a-b 6.1.12.D.3.a-c 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-10 RH.9-10.1-10</p> <p><b><u>Technology Standards:</u></b></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b></p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b><u>Career Ready Practice:</u></b> CRP1,4,7,8,11</p>

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<ul style="list-style-type: none"> <li>• The Rise of Lincoln</li> <li>• The Election of 1860</li> <li>• Students will be challenged to refute the myth that all Southern states seceded simultaneously.</li> <li>• Students will trace the political, economic and geographic rationale for secession.</li> <li>• Students will investigate the political environment in the United States before and after the election of 1860.</li> </ul>	<p>to the Civil War from different perspectives.</p> <ul style="list-style-type: none"> <li>• Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> </ul>		<p><b><u>Time Frame:</u></b> 3-4 weeks</p> <hr/> <p><b><u>Materials:</u></b> American Nation Textbook Pages 342-365. Internet Resources &amp; Websites, LCD Projectors, Accompanying worksheet, essays, quizzes and chapter test. Teacher generated outline notes Internet Access &amp; websites</p>
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US HISTORY I

<b>CONTENT:</b> US History I			
<b>Theme:</b> The Civil War			
<b>Essential Question:</b> How was the United States saved, reunited, and forever altered by the horrors of the Civil War?			
<p><b>Content</b> <i>(As a result of this learning segment, students will know...)</i></p> <ul style="list-style-type: none"> <li>The learner will review pre-war strengths and weaknesses for the Union and the Confederacy.</li> <li>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.</li> <li>Students will study the effects of foreign policy and diplomacy on both sides of the war.</li> <li>The presidency of Abraham Lincoln is studied in-depth. His election served as the immediate impetus for the outbreak of the Civil War. Lincoln will also be studied as a President who also overcame a disability. Sources indicate that he may have suffered from depression. In addition, he was also believed to suffer from</li> </ul>	<p><b>Skills</b> <i>(As a result of this learning segment, students will be able to...)</i></p> <ul style="list-style-type: none"> <li>Evaluate how political and military leadership affected the outcome of the Civil War.</li> <li>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.</li> <li>Assess the role that economics played in enabling the North and South to wage war.</li> <li>Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</li> <li>Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.</li> <li>Examine the roles of women, African Americans, and Native Americans in the Civil War.</li> </ul>	<p><b>Assessments</b> (The above Essential Questions will be assessed with the following formative and summative measures:)</p> <ul style="list-style-type: none"> <li>Chapter Tests</li> <li>Section Quizzes</li> <li>Midterm and Final Exams</li> <li>Cooperative/Collaborative Group Evaluations</li> <li>Research Papers/Essays</li> <li>Presentations</li> <li>Marking Period Projects</li> <li>PowerPoint Presentations</li> <li>Internet/Library Research</li> <li>Classwork</li> <li>Homework</li> </ul>	<p><b>Standards (NJSLs)</b></p> <p>6.1.12.A.4.c-d 6.1.12.B.4.a-b 6.1.12.C.4.a-c 6.1.12.D.4.a-e 6.3.12.A.1-2 6.3.12.B.1 6.3.12.C.1 6.3.12.D.1-2 WHST.9-10.1-10 RH.9-10.1-10</p> <p><b><u>Technology Standards:</u></b></p> <p>8.1.12.D.5 8.1.12.F.1 8.2.12.B.4 8.2.12.D.4</p> <p><b><u>21<sup>st</sup> Century Themes and Skills:</u></b></p> <p>9.1.12.D.12 9.1.12.E.5 9.1.12.F.1, 9.2.12.C.4</p> <p><b><u>Career Ready Practice:</u></b> CRP1,4,7,8,11</p>

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<p>Marfan’s syndrome – a connective tissue disorder.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Students will investigate the roles of women, Native Americans and African Americans both in battle and on the home front.</li> <li>• Students will examine the abolition of slavery during the Civil War (Emancipation Proclamation, Freedmen's Bureau, Thirteenth Amendment, etc.).</li> <li>• Students will assess the devastation of the South during and after the war and the effect it has on Reconstruction policy.</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</li> <li>• Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.</li> </ul>		<p><b><u>Time Frame:</u></b> 3-4 weeks</p> <hr/> <p><b><u>Materials:</u></b>                  American Nation Textbook                  Pages 366-397.                  Internet Resources &amp; Websites,                  LCD Projectors,                  Accompanying worksheet, essays,                  quizzes and chapter test.                  Teacher generated outline notes.                  Internet Access &amp; websites</p>
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