

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



US History 1

Length of Course:	Term
Elective/Required:	Required
Schools:	EHS/JPS
Eligibility:	Grade 9
Credit Value:	5
Date Approved:	August 23, 2022

**United States History 1
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Modifications will be made to accommodate IEP mandates for classified students**United States History 1****Executive Summary**

The U.S. History 1 course focuses on political, economic, societal, and cultural forces that have shaped the history of the United States. This course covers the colonization of the Americas through the Progressive era of the early twentieth century. This course is intended to develop a broad appreciation for the struggles, achievements, and contributions of all Americans, as well as an understanding of their rights and responsibilities.

In this course, students will learn about the events, developments, processes, and people, both as individuals and groups, that shaped the course of early American history. Students will also hone the essential skills that reside at the heart of the social studies discipline. This includes, but is not limited to research, writing, and presenting through grade-level, year-long projects. Additionally, at regular intervals, students will be asked to employ historical reasoning skills such as comparison, causation, contextualization, and continuity and change over time, to name a few.

All content learned and skills practiced are guided by the most recent New Jersey Student Learning Standards (adopted June, 2020). This includes the performance expectations outlined in strands 6.1 (U.S. History: America in the World), and 6.3 (Active Citizenship in the 21st Century), and through active resources that support [New Jersey's mandates and laws for Social Studies Education](#).

**United States History 1
Course Objectives**

The student will be able to:

1. Recognize the contributions of significant individuals and groups in the history of the United States, as well as understand and analyze significant ideas, developments, and events that undergird the narrative of U.S. history from the country's founding until World War 1.
2. Leverage the course themes to apply historical reasoning and interpret data to develop evidence-based arguments that assess cause and effect, continuity and change over time, comparison, and contextualization.
3. Develop the skills in reading, writing, speaking, and listening that are the foundation for creative and purposeful expression in language.

Curriculum Resources for NJ State Mandates

In order to address the New Jersey Department of Education mandates to the fullest extent, this [Curriculum Crosswalk](#) has been created for teachers to identify topics by Unit in US History 1 and US History 2 that can be entry points into more in-depth lessons and student learning. Some are well-known topics that have been part of Edison Township's curriculum for years; others are not as well-known or more recent. Resources that can specifically support lessons on these topics have been provided for teachers that can enable them to effectively promote learning about these topics. These are active resources, which are added and updated throughout the school year.

United States History 1 Timeline

MP	Unit #	Unit	<i>The Americans</i> Chapters
1	1	Colonial America & American Revolution	1 - 4
	2	Building a Nation & the Federalist Era	5 - 6.2
2	3	Jeffersonian America & Growth of the Nation	6.3 - 7.2
	4	Age of Jackson & Reform	7.3 - 8
	5	Manifest Destiny	9
3	6	North & South Collide	10
	7	The Civil War	11
	8	Reconstruction	12
4	9	The Gilded Age	13 - 16
	10	The Progressive Era	17
	11	U.S. as a World Power	18

Unit 1 - Review of Colonial America and the American Revolution
Topic 1 - Colonial America

Targeted Standards: (local, district, state or national)**Standard 6.1** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities

Unit Objectives/Conceptual Understandings: (Students will understand that) Students will be able to understand how European colonization and interconnectedness of the Atlantic World led to the development of very distinct English colonies on the verge of independence.

Essential Questions: *How were the roots of independence planted in early colonial America?*

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessments to include: multiple choice/open-ended tests; quizzes, essays, interpreting cartoons, map activity. Formative assessments to include: pair and share, 1 minute essays, say something, mapping.

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsPI.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	1. Review of Colonial America <ul style="list-style-type: none"> - Three worlds meet - Development of the English colonies - Distinctiveness of North & South - African Slavery - Atlantic Trade - Mercantilism 	<ul style="list-style-type: none"> • Review the process of primary source reading and analysis Skills • Learn the art of historical short answer and essay writing 	<ul style="list-style-type: none"> • Compare analysis of the three major colonial regions 	<ul style="list-style-type: none"> • Personal Artifact analysis-continue to check • Map Quiz-Colonial North America • Map Quiz - 13 English Colonies • Key Vocabulary-Review Colonial
6.1.12.CivicsPD.1.a				

<p>Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.</p> <p>6.1.12.GeoGI.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, and other natural resources)</p> <p>6.1.12.EconGE.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>6.1.12.HistoryCC.1.a Assess the impact of the interactions and conflicts between native groups and north American settlers.</p> <p><u>RH.9-10.1</u> Accurately cite strong and</p>				<p>America</p> <ul style="list-style-type: none">• Colonial Regions-creative project
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thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2

Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3

Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of

<p>history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p><u>RH.9-10.10</u> By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.</p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>Chapter 1 Section 5 Transatlantic Encounters pg. 53-66 Chapter 2 The American Colonies Emerge- Sections 2, 3, 4 pgs. 90-121 Chapter 3 The Colonies Come of Age- Sections 2 & 3- pgs. 152-172 Visual Summaries-p.130 and p. 193 Video- "America the Story of Us"- The History Channel</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.</p> <ul style="list-style-type: none"> Guided Readings from text sources 	

Unit 1 - Review of Colonial America and the American Revolution
Topic 2 - American Revolution

Targeted Standards: (local, district, state or national) All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Conceptual Understandings: (Students will understand that) **Students will be able to determine if the United States has lived up to the ideals embodied in the founding documents. Students will be able to understand how various groups have found themselves outside of their seeming protections. Students will be able to analyze how economic and technological developments changed the American way of life. Students will be able to evaluate from colonies to country, how power has shifted between people and government and between levels of government itself.**

Essential Questions: How did the colonists transform from 13 separate colonies to one nation waging a war of Independence?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessments to include: multiple choice/open-ended tests; quizzes, essays; interpreting cartoons; multimedia: map activity. Formative assessments to include: pair and share, 1 minute essays written response, close reading primary documents, writing 5 paragraph essays.

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.HistoryCC.2.b: Analyze the intellectual origins of the major ideas expressed in the	1. The French and Indian War 2. England's New Colonial Policy	<ul style="list-style-type: none"> Writing for understanding Identify the results of the French and Indian 	<ul style="list-style-type: none"> Analyzing political cartoons- "Join or Die" Road to Revolution-Students 	<ul style="list-style-type: none"> Key Vocabulary Assessments Road to Revolution

<p>Declaration of Independence.</p> <p>6.1.12.CivicsPI.2.a: Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.</p> <p>6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p>6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.</p> <p>6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.</p> <p>6.1.12.HistoryUP.2.a: Using primary sources,</p>	<p>3. Natural rights</p> <p>4. Declaration of Independence</p> <p>5. The Continental Congresses</p> <p>6. Treaty of Paris, 1783</p>	<p>War and explain the resulting problems which led to conflicts between the British government and the colonies.</p> <ul style="list-style-type: none"> Analyze the British and American views of Parliament's right to tax the colonies. Describe how the struggle for American rights evolved into a war for independence. Identify and interpret the main points of the Declaration of Independence. Identify British and American military and diplomatic strategies. Explain how the Americans were able to win the Revolutionary War. 	<p>create a road to the Revolutionary War.</p> <ul style="list-style-type: none"> Close Reading Thomas Paine's <i>Common Sense</i> Close Reading excerpts from <i>The Declaration of Independence</i>. Understanding Patriotism essay. Battles of the American Revolution 	<p>Chart</p> <ul style="list-style-type: none"> Close Reading analysis of the Declaration of Independence. Battles Chart
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<p>describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u></p>				
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<u>CCSS.ELA-LITERACY. RH.9-10.9</u> <u>CCSS.ELA-LITERACY. RH.9-10.10</u>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices <u>The Americans</u> Chapter 3 Section 4 The French and Indian War- Pg. 175-181 Chapter 4 The War for Independence Pgs. 199- 246 Visual Summary-p.255 Video- "America the Story of Us" The History Channel Websites: http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms. https://www.gilderlehrman.org/			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit 2 - Building a Nation
Topic 1 - The Constitution

Targeted Standards: (local, district, state or national)**Standard 6.1** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Conceptual Understandings: (Students will understand that)Students will be able to understand that the Articles of Confederation served as a rough draft for the future Constitution. Students will be able to examine the debates inherent in deciding issues such as representation and federalism.

Essential Questions: What is the purpose of government?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsPI.2.a Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States	1. Republic 2. Articles of Confederation 3. Shay's Rebellion 4. Constitutional Convention 5. Key compromises 6. Key Principles in the Constitution. 7. Ratification	<ul style="list-style-type: none"> Identify problems facing the nation at the close of the American Revolution. Understand why the primary task facing Americans was to create a new system of government. Evaluate the 	<ul style="list-style-type: none"> Primary Source Analysis - The Preamble, the Bill of Rights, The Federalist Papers. Class discussions - The Bill of Rights Today 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components

<p>Constitution.</p> <p>6.1.12.CivicsPD.2.a Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p>6.1.12.HistoryUP.2.c Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.GeoPP.2.b Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p>6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for</p>	<p>8. Federalist v. Anti-Federalist debate</p> <p>9. Bill of Rights</p>	<p>strengths and weaknesses of the Articles of Confederation.</p> <ul style="list-style-type: none"> • Explain why the Constitution is a “Bundle of Compromises”. • Analyze the strategies used by the Federalists and Antifederalists in the ratification process. 		<ul style="list-style-type: none"> • Class discussions
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<p>arguments explaining the reasons against them.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p>				
<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices</p> <p>The Americans- Chapter 5 Shaping a New Nation Pgs. 265-298 The Living Constitution Pg. 307 The Constitution- Supplemental Activities- pgs.308-324. Visual Summary- p.301 Video- "America the Story of Us"- This History Channel "The Presidents"- The History Channel</p> <p>Websites: http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms. https://www.gilderlehrman.org/</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>	

Unit 2 - Building a Nation
Topic 2 - The Federalist Period

Targeted Standards: (local, district, state or national) **Standard 6.1**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 6.3**All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. **Standard 8.1**All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Conceptual Understandings: (Students will understand that)Students will be able to understand the origins of the two party systems in America. Students will be able to contrast the views of Hamilton and Jefferson to better understand the dynamics behind debates on federalism that exist today.

Essential Questions: What qualities make an effective leader? How did clashing ideas about government contribute to the birth of the American Party System?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)Summative assessments to include: multiple choice/open-ended tests; quizzes, essays; interpreting cartoons; multimedia: map activity.Formative Assessment: Leadership Essay. The Federalists and Social Media (project)

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.EconEM.2.a: Explain how the United States economy emerged from British	1. Hamilton's Financial Plan 2. Whiskey Rebellion 3. Washington's key	<ul style="list-style-type: none"> Assess the importance of Washington as the first president. Compare and contrast 	<ul style="list-style-type: none"> The Alien Act was directed at immigrants to harm the Republican Party. Use the Internet 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings

<p>mercantilism.</p> <p>6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.</p> <p>6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p> <p>6.1.12.CivicsPI.2.b 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</p> <p>CCSS.ELA-LITERACY.R</p>	<p>precedents</p> <ol style="list-style-type: none"> 4. Strict construction 5. Loose construction 6. Washington's Farewell Address: Neutrality 7. Impressment 8. Tribute- XYZ Affair 9. Alien and Sedition Acts 10. Adam's Legacy 	<p>the ideas and policies of Hamilton and Jefferson.</p> <ul style="list-style-type: none"> • Describe the actions taken by Hamilton to strengthen the US economy. • Explain why political parties formed. • Evaluate Washington's accomplishments. • Explain the importance of Washington's Farewell Address. • Identify US and Native American and foreign conflicts of the period. • Describe how the Quasi-War with France impacted political parties. • Explain the Republican response to the Alien and Sedition Acts. • Assess the role of John Adams as a diplomat. • Analyze the effectiveness of leadership through essay writing. 	<p>to research recent legislation directed at immigrants, and voice your opinion of these actions by debate.</p> <ul style="list-style-type: none"> • National Security v. The Constitution- examining the Alien and Sedition Acts. • Close Reading: Washington's Farewell Address. • Political Cartoon Analysis: XYZ Affair 	<ul style="list-style-type: none"> • Map completion • Tests with multiple-choice and writing components • Class discussions
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<u>H.9-10.1</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.2</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.3</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.4</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.5</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.6</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.7</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.8</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.9</u>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices <u>The Americans</u> Chapter 6 Launching the New Nation Sections 1 & 2 Pgs. 325-357 Visual Summary- p. 384 Video- "America the Story of Us"- This History Channel "The Presidents"- The History Channel Websites: http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms. https://www.gilderlehrman.org/			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit 3 - Jeffersonian America and the Growth of a Nation
Topic 1 - Jefferson's America

Targeted Standards: (local, district, state or national)

: **Standard 6.1**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 8.1**All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Conceptual Understandings: (Students will understand that) SWBAT understand the impact Jefferson's Presidency had on bringing the country into the 1800's and establishing a national identity.

Essential Questions: How did Jefferson's vision for America and the reality of War in Europe bring the U.S. closer to establishing a unique national identity.

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessments to include: multiple choice/open-ended tests; quizzes, essays; interpreting cartoons; multimedia: map activity Formative assessments: Close reading analysis, political cartoon analysis, open ended essay writing.

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an	1. Revolution of 1800 2. Marbury v. Madison-judicial review 3. Louisiana Purchase 4. Jefferson's Foreign	<ul style="list-style-type: none"> Evaluate the Election of 1800 in terms of it being a "revolution". Relate the purchase of Louisiana to the decline 	<ul style="list-style-type: none"> Evaluate the Presidency and leadership of Thomas Jefferson. Map Louisiana Territory & American territorial 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map

<p>influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.</p> <p>6.1.12.CivicsPI.2.b: 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.</p> <p>6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices</p> <p>6.1.12.CivicsDP.3.a: Compare and contrast the successes and</p>	<p>policy Embargo Act, escalating War in Europe- War of 1812</p> <p>5. Jefferson's legacy</p>	<p>of the Federalists.</p> <ul style="list-style-type: none"> • Compare British and French violations of American neutral trading rights and evaluate US attempts to protect these rights. • Explain why the Embargo Act, 1807 was an economic disaster. • Analyze key events/battles of the War of 1812 • Understand the increased nationalism and fame of General Andrew Jackson 	<p>growth.</p> <ul style="list-style-type: none"> • Close read Jefferson's Second Inaugural Address. 	<p>completion</p> <ul style="list-style-type: none"> • Tests with multiple-choice and writing components • Class discussions
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<p>failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance)</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u></p>				
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<u>CCSS.ELA-LITERACY. RH.9-10.9</u>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices <u>The Americans</u> Chapter 6- Launching the new Nation Sections 3 & 4 pgs. 360-376 Historical Decisions of the Supreme Court pgs. 380-383 “The Presidents”- History Channel “America the Story of Us”- History Channel Websites: http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms. https://www.gilderlehrman.org/			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit 3 - Jeffersonian America & the Growth of a Nation
Topic 2 - Growth of a Nation

Targeted Standards: (local, district, state or national)

Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Conceptual Understandings: (Students will understand that) SWBAT understand how the War of 1812 led to an emergence of nationalism which was evident in the concentration of power in the federal government.

Essential Questions: How did the rise in nationalism and federal power translate into ignoring larger national issues? i.e. economy, states' rights, slavery.

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and	1.Era of Good Feelings A. Monroe Doctrine B. Adams-Onis Treaty C. Rush-Bagot Treaty D. Nationalism 2.Technological	<ul style="list-style-type: none"> Compare present and past events- What were the most essential improvements necessary for economic growth in 	<ul style="list-style-type: none"> Mapping the growth of the U.S. Present the broad issue of a loss of balance in power if a state comes in as a slave state. Students are to provide 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice

<p>the economy and the various responses to increased immigration.</p> <p>6.1.12.CivicsPR.4.a: 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.</p> <p>6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</p> <p>6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p>	<p>Advancement</p> <p>A. Industrial Revolution</p> <p>B. Internal improvements</p> <p>C. Turnpikes</p> <p>D. Cotton Gin</p> <p>E. Morse Code</p> <p>F. Interchangeable Parts</p> <p>3. Missouri Compromise</p> <p>4. National Supremacy</p> <p>A. Bank of The U.S.</p> <p>B. Tariff of 1816</p> <p>5. The Supreme Court</p> <p>A. John Marshall & Federal Supremacy</p> <p>B. McCulloch vs. Maryland</p> <p>C. Gibbons vs. Ogden</p>	<p>the 1820's & now?</p> <ul style="list-style-type: none"> Produce clear and coherent writing-How would America's growth have changed if the Missouri Compromise had not been reached? Construct geographic representations-Illustrating American growth via the Missouri Compromise. 	<p>solutions to avoid conflict before the Missouri Compromise is presented.</p>	<p>and writing components</p> <ul style="list-style-type: none"> Class discussions
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<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.1</u>				
<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.2</u>				
<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.3</u>				
<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.4</u>				
<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.5</u>				
<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.6</u>				
<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.7</u>				
<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.8</u>				
<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.9</u>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices <u>The Americans</u> Chapter 7- Balancing Nationalism and Sectionalism Sections 1 & 2 pgs. 395-416. Visual Summary- p. 441			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

<p>Videos: “America the Story of Us” – The History Channel</p> <p>http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms.</p> <p>https://www.gilderlehrman.org/</p>	
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Unit 4 - The Age of Jackson, The Age of Reform
Topic 1 - Age of Jackson

Targeted Standards: (local, district, state or national)**Standard 6.1**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Conceptual Understandings: (Students will understand that) SWBAT understand the complexity of Jackson being a “common man” and a power hungry leader.

Essential Questions: In what ways can power be complicated by change and abuse? (Examine from the context of Andrew Jackson’s Presidency)

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?)Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, “One Minute” essays, and “ticket out” activities.

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national	1. Corrupt Bargain Jackson reaction & support A. Tariffs B. Sectional Viewpoints	<ul style="list-style-type: none"> Integrate and evaluate multiple sources of information-The Corrupt Bargain Construct geographic 	<ul style="list-style-type: none"> John Q. Adams vs. Andrew Jackson scenario & role-play seeing both sides of the Corrupt Bargain. Jackson Journal 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion

<p>economic growth during this era.</p> <p>6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</p> <p>6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.</p> <p>6.1.12.CivicsPR.4.a: 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.</p>	<p>2. Federal reaction to S.C. during the nullification crisis & resolution</p> <p>A. Jackson vs. John C. Calhoun</p> <p>3. Jacksonsonian reforms</p> <p>A. Nominating Conventions</p> <p>B. Spoils System</p> <p>C. Temperance</p> <p>D. Utopia</p> <p>4. Indian Removal Act</p> <p>A. Trail of Tears</p> <p>5. Destroying the Bank/Opposition</p> <p>A. Pet Banks</p> <p>B. Panic of 1837</p> <p>C. Whigs</p> <p>D. Martin Van Buren</p>	<p>representations- evaluating regional maps illustrating sectional differences</p> <ul style="list-style-type: none"> Integrate and evaluate multiple sources of information –The Nullification Crisis. Compare present and past events- Compare today's Tea Party which argues for less government control & stronger states rights to the Whigs. Distinguish valid arguments from false arguments- Was Andrew Jackson a good, bad or great president? 	<ul style="list-style-type: none"> Draw political cartoons capturing the Jackson Administration as positive or negative Class discussion-Should Jackson have been impeached? 	<ul style="list-style-type: none"> Tests with multiple-choice and writing components Class discussions
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<p>6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p><u>CCSS.ELA-LITERACY. RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.7</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.8</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.9</u></p>				
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<p>Resources: Essential Materials, Supplementary Materials, Links to Best Practices <u>The Americans</u> Chapter 7- Balancing Nationalism and Sectionalism Sections 3 & 4- pgs. 419-438.</p> <p>“The Presidents”- The History Channel</p> <p>http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms. https://www.gilderlehrman.org/</p>	<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings</p>
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Unit 4 - Age of Jackson, Age of Reform
Topic 2 - Age of Reform

Targeted Standards: (local, district, state or national)

Standard 6.1All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Conceptual Understandings: (Students will understand that) SWBAT analyze reform leaders' impact on midcentury change in society.

Essential Questions: How did the seeds for change contribute to reforms and the oncoming Civil War?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities,

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.	1. Industry vs. Cotton A. Growing Industry B. Labor & Immigration C. Improvements in D. Transportation 2. Peculiar Institution A. Slave/plantation	<ul style="list-style-type: none"> Compare and Contrast various abolitionists perspectives Connect regional economic interests with growing movement for change. Understand the roots 	<ul style="list-style-type: none"> Class Discussion- Was the north more dependent upon the south economically or vice versa? Analyzing primary sources- What sacrifices did 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing

<p>6.1.12.CivicsPR.4.a: 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.</p> <p>6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.</p> <p>6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.HistoryCA.3.b: Use primary sources representing multiple</p>	<p>life</p> <p>3. Abolitionists A. Douglas B. Garrison C. Sojourner Truth</p> <p>4. Women's Movement A. Seneca Falls</p> <p>5. Social Change A. Education B. Prisons and the Mentally Ill C. The Workplace</p>	<p>of reform and change.</p>	<p>abolitionist have to make?</p> <ul style="list-style-type: none"> • Begin <u>12 Years a Slave</u> journals. • Fishbowl Discussion: Abolitionists Perspectives 	<p>components</p> <ul style="list-style-type: none"> • Class discussions
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<p>perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.</p> <p>6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.</p> <p>6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p> <p><u>CCSS.ELA-LITERACY. RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY. RH.9-10.4</u></p>				
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<u>CCSS.ELA-LITERACY. RH.9-10.5</u> <u>CCSS.ELA-LITERACY. RH.9-10.6</u> <u>CCSS.ELA-LITERACY. RH.9-10.7</u> <u>CCSS.ELA-LITERACY. RH.9-10.8</u> <u>CCSS.ELA-LITERACY. RH.9-10.9</u>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices <u>The Americans</u> Chapter 8- Reforming American Society Sections 2-4 Pgs. 466-497 <u>12 Years a Slave</u> Solomon Northrup Visual Summary- p. 507 Video: “The Abolitionists”- PBS “America the Story of Us”- The History Channel Websites: http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms. https://www.gilderlehrman.org/			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit 5 - Manifest Destiny

Targeted Standards: (local, district, state or national) **Standard 6.1** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Conceptual Understandings: (Students will understand that) SWBAT understand and evaluate the factors and arguments that contributed to decisions made in the mid-1800's in the context of Manifest Destiny and a desire to expand.

Essential Questions: To what extent was expansion and manifest destiny a part of the American ideal?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries. 6.1.12.CivicsPR.4.a: Analyze the ways in	1. Manifest Destiny 2. The Market Revolution 3. California Gold Rush A. Panning B. Growth of San Francisco & Denver C. Trail Blazing 4. The Texas War for Independence	<ul style="list-style-type: none"> Construct geographic representations-illustrate the major western trails during the era. Evaluate arguments for expansion, annexation, and war in the context of 	<ul style="list-style-type: none"> Design a map of the western U.S. illustrating all major trails used (Mormon, Pony Express, Santa Fe, Oregon, California, Old Spanish and Butterfield Overland). O'Sullivan's "Manifest 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing

<p>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.</p> <p>6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian). Economic globalizat</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p>	<p>A. Texan Revolution B. Debate over Annexation 5. Expansionist Leaders 6. Annexation of Oregon, California & other territories. A. Fifty-Four, Forty or Fight” 7. Mexican American War A. Expansion B. Migration C. Rio Grande 1. Zachary Taylor 2. “American Blood On American Soil” D. Winfield Scott E. Fall of Santa Fe & Mexico City. F. Territory Transitioned.</p>	<p>Manifest Destiny.</p> <ul style="list-style-type: none"> integrate and evaluate multiple sources of information- The War for Texas Independence 	<p>Destiny” close read</p> <ul style="list-style-type: none"> Analyzing Primary sources-The war for Texas Independence integrate and evaluate multiple sources of information— Understanding American expansion at Mexico’s expense. 	<p>components</p> <ul style="list-style-type: none"> Class discussions
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<u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.4</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.5</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.6</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.7</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.8</u> <u>CCSS.ELA-LITERACY.R</u> <u>H.9-10.9</u>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices <u>The Americans</u> Chapter 9- Expanding Markets and Moving West pgs. 519-564. Visual Summary- p. 567 Video: “America the Story of Us”- The History Channel http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms. https://www.gilderlehrman.org/			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit 6 - North and South Collide

Targeted Standards: (local, district, state or national) **Standard 6.1**All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 8.1**All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Conceptual Understandings: (Students will understand that) SWBAT determine the major factors that led to secession in 1860.

Essential Questions: Was a civil conflict over slavery and states' rights inevitable?

Unit Assessment: (What is the evidence (authentic) that students have achieved the targeted standards/unit objectives?) Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include: pair and share, clock partners, journal entries, "One Minute" essays, and "ticket out" activities.

	Core Content Objectives		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsPR.4.a: analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the	1. Industry v. agriculture 2. Senate debates Compromise of 1850 3. Resistance to Slavery Builds- Underground Railroad, Uncle Tom's Cabin	<ul style="list-style-type: none"> Produce clear and coherent writing- Was Stephen Douglas a traitor to northerners? Integrate and evaluate multiple sources of information- 	<ul style="list-style-type: none"> Cover Story- Events leading to war. Analyzing Primary sources-Dred Scott decision. Close Reading- <i>Uncle Tom's Cabin</i> 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with

<p>Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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).</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p>	<p>4. Popular sovereignty</p> <p>5. Violence in Kansas & The Senate</p> <p>6. Growth of the Republican Party</p> <p>7. Emergence of Lincoln</p> <p>8. Dred Scott decision</p> <p>9. Lincoln Douglas debates</p> <p>10. John Brown intensifies the fight</p> <p>11. Election of 1860</p> <p>Secession</p>	<p>Understanding the Dred Scott decision.</p> <ul style="list-style-type: none"> Construct geographic representations- How did The KS/NE Act & Compromise of 1850 change the slave/free borders? Distinguish valid arguments from false arguments-How did southerners combat Uncle Tom's Cabin? Produce clear and coherent writing- Was John Brown a lunatic or a patriot? 	<ul style="list-style-type: none"> Close reading <u>12 Years a Slave</u> Design a political cartoon for the Election of 1860. Analyzing the Lincoln Douglas Debates 	<p>multiple-choice and writing components</p> <ul style="list-style-type: none"> Class discussions
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<u>CCSS.ELA-LITERACY. RH.9-10.6</u> <u>CCSS.ELA-LITERACY. RH.9-10.7</u> <u>CCSS.ELA-LITERACY. RH.9-10.8</u> <u>CCSS.ELA-LITERACY. RH.9-10.9</u> <u>CCSS.ELA-LITERACY. RH.9-10.10</u>				
Resources: Essential Materials, Supplementary Materials, Links to Best Practices <u>The Americans</u> Chapter 10- page 574-638 Visual Summary- 638 <u>12 Years a Slave-</u> Solomon Northrup Video: “America the Story of Us”- The History Channel Websites http://www.pbs.org/wnet/historyofus/ http://edsitement.neh.gov/subject/history-social-studies- integrating common core strategies into Social Studies Classrooms. https://www.gilderlehrman.org/			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings	

Unit 7 - The Civil War
Topic 1 - Setting the Stage for War

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 8.1** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will be able to identify advantages and disadvantages for both sides at the start of the war, examine major battles/events of the war, understand the significance of each, and understand the politics of wartime.

Essential Questions: What are the most important advantages to have when fighting a war? Why does the Civil War take four years to reach a conclusion? Does the Civil War represent a significant threat to the viability of the U.S. Constitution?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address)	1. North vs. South A. population B. economy C. railroads D. agriculture E. leaders 2. Reasons for Fighting -start of war -1863 3. Resources of War	<ul style="list-style-type: none"> Integrate and evaluate multiple sources of information: compare North vs. South and who has advantages in various categories Analyze a complex primary source: Analyze Lincoln's stated goals at start of war and compare 	<ul style="list-style-type: none"> Create a chart of North vs. South and fill in essential categories Examine photographs of a Union soldier and Confederate soldier and discuss resources for each side Primary documents: Lincoln's writings 1861, 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components Class

<p>contributed to demanding equality for all.</p> <p>6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.</p> <p><u>CSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u></p>		<p>to Emancipation Proclamation and then to 1865 Inaugural Address</p> <ul style="list-style-type: none"> Analyze a complex primary source: Debate who will win war based on resources of each side 	<p>Emancipation Proclamation, 1865 Inaugural Address</p>	<p>discussions</p>
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<u>CCSS.ELA-LITERACY.RH.9-10.9</u>				
<u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> – Chapter 11 – Sections 1-5- pages:645-708 Visual Summary- page 709 Video “America-The Story of Us”- History Channel Series			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 7 - The Civil War
Topic 2 - Fighting the War

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Enduring Understandings: Students will be able to identify advantages and disadvantages for both sides at the start of the war, examine major battles/events of the war, understand the significance of each, and understand the politics of wartime.

Essential Questions: What are the most important advantages to have when fighting a war? Why does the Civil War take four years to reach a conclusion? Does the Civil War represent a significant threat to the viability of the U.S. Constitution?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.GeoSV.4.a: 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. 6.1.12.EconNE.4.a: Compare and contrast the	1. Major Events/Battles of Civil War 2. Role of African Americans and Women in the War 3. The Brutal Costs of War	<ul style="list-style-type: none"> Integrate and evaluate multiple sources of information: Understand significance of major battles/events of Civil War by creating a trapezoid and framing war with 4 key events Analyze how change occurs through time due to shifting values and 	<ul style="list-style-type: none"> Civil War trapezoid View film clips from Glory Analyze statistics from Civil War Examine photographs of war with emphasis on work by Matthew Brady 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components Class discussions

<p>immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p>		<p>Beliefs: Examine major contributions to war from African Americans and Women</p> <ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values and beliefs: Analyze the cost of Civil War in terms of lives, money, etc. 		
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<u>CCSS.ELA-LITERACY.RH.9-10.8</u>				
<u>CCSS.ELA-LITERACY.RH.9-10.9</u>				
<u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> – Chapter 11 – Sections 1-5- pages:645-708 Visual Summary- page 709			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 7 - The Civil War
Topic 3 - The Politics of War

Targeted State Standards: **Standard 6.1** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 8.1** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will be able to identify advantages and disadvantages for both sides at the start of the war, examine major battles/events of the war, understand significance of each, and understand the politics of wartime.

Essential Questions: What are the most important advantages to have when fighting a war? Why does the Civil War take four years to reach a conclusion? Does the Civil War represent a significant threat to the viability of the U.S. Constitution?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Cumulative Progress Indicators	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.GeoSV.4.a: 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.	1. Election of 1864 2. Possibility of Foreign Intervention for the South 3. Foreign Flare-Ups for the Union	<ul style="list-style-type: none"> Distinguish valid arguments from false arguments: Analyze opposition to Lincoln from within his own party Construct various forms of geographic representations to show spatial patterns of physical and human 	<ul style="list-style-type: none"> Analyze chart from 1864 election Decode and discuss political cartoons from election of 1864 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components Class

		<p>phenomenon Debate why Great Britain or France would or would not help the South</p> <ul style="list-style-type: none">• Compare present and past events—Examine problems the Union has with foreign nations during the war		discussions
<p>Resources: <u>The Americans</u> – Chapter 11 – Sections 1-5- pages:645-708 Visual Summary- page 709</p> <p>Video “America-The Story of Us”- History Channel Series</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.</p>	

Unit 8 - Reconstruction
Topic 1 - Plans for Reconstruction of the South

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Enduring Understandings: Students will be able to identify the 4 Plans of Reconstruction, understand the realities of Reconstruction, and identify the failures of Reconstruction.

Essential Questions: How did Reconstruction efforts by the Government fail African Americans? Why does the North fight so hard during the Civil War only to give up so easily in 1877? How did Lincoln's death affect Reconstruction?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. 6.1.12.EconNE.4.a: Compare and contrast the	1. What needs to be done after the Civil War ends? 2. Lincoln's Plan 3. The Assassination 4. Johnson's Plan 5. Congress' Plan 6. Military Reconstruction	<ul style="list-style-type: none"> Compare present and past events: List what needs to be done after the war ends to rebuild the country Analyze a complex primary source: Analyze 4 plans of Reconstruction and examine flaws of each Compare present and past events: examine the 	<ul style="list-style-type: none"> Recreate events of the night of April 14, 1865 at Ford's Theater, Create a chart of the 4 plans of Reconstructions with major information Debate/class discussion on the What If: Lincoln was not killed? Reading primary sources: Manhunt by James Swanson 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components Class discussions

<p>immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and</p>		<p>change in history That occurs with the death of Lincoln</p>		
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<p>the 13th, 14th, and 15th Amendments during the 19th century.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.9</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.10</u></p>				
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Resources:The Americans –

Chapter 12 – Sections 1-5: pages 716-763

Visual Summary: 763

Video “America-The Story of Us”- History Channel Series

-Manhunt by James Swanson

Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.

Unit 8 - Reconstruction
Topic 2 - Realities of Reconstruction

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Enduring Understandings: Students will be able to identify the 4 Plans of Reconstruction, understand the realities of Reconstruction, and identify the failures of Reconstruction.

Essential Questions: How did Reconstruction efforts by the Government fail African Americans? Why does the North fight so hard during the Civil War only to give up so easily in 1877? How did Lincoln's death affect Reconstruction?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.	1. Radical Groups 2. Corruption 3. Reconstruction Amendments 4. Reforms 5. Impeachment of Andrew Johnson	<ul style="list-style-type: none"> Analyze a complex primary source: Understand and analyze the three Reconstruction Era Amendments: 13th, 14th, and 15th Compare present and past events: Discuss impeachment trial of Andrew Johnson 	<ul style="list-style-type: none"> Political cartoons of Rec. Era--Compare corruption then to corruption in politics now Primary sources: excerpts from Johnson's impeachment trial 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components Class discussions
6.1.12.EconNE.4.a: Compare and contrast the				

<p>immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.</p> <p>6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.HistoryCC.4.a: Analyze the extent of</p>				
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<p>change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.9</u></p>				
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<u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> – Chapter 12 – Sections 1-5: pages 716-763 Visual Summary: 763 Video “America-The Story of Us”- History Channel Series			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 8 - Reconstruction
Topic 3 - U.S. Grant: The President

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 8.1** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will be able to identify the 4 Plans of Reconstruction, understand the realities of Reconstruction, and identify the failures of Reconstruction.

Essential Questions: How did Reconstruction efforts by the Government fail African Americans? Why does the North fight so hard during the Civil War only to give up so easily in 1877? How did Lincoln's death affect Reconstruction?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South. 6.1.12.HistoryCA.4.c: Analyze the debate about	1. Continuation of Reconstruction under Grant 2. Scandals A. credit B. salary grab C. whiskey ring D. W.W. Belknap	<ul style="list-style-type: none"> Produce clear and coherent writing: Analyze why Grant makes a better General than a President Compare present and past events: Discuss corruption of Grant Administration and examine why politics are 	<ul style="list-style-type: none"> Primary sources: excerpts from eyewitness accounts of terror caused by KKK Political cartoons of Grants scandals 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components

<p>how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.</p>		<p>prone to corruption.</p> <ul style="list-style-type: none"> Compare to major corruption events today. 		<ul style="list-style-type: none"> Class discussions
<p>Resources: <u>The Americans</u> – Chapter 12 – Sections 1-5: pages 716-763 Visual Summary: 763</p> <p>Video “America-The Story of Us”- History Channel Series</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.</p>	

Unit 8 - Reconstruction
Topic 4 - The End of Reconstruction

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Enduring Understandings: Students will be able to identify the 4 Plans of Reconstruction, understand the realities of Reconstruction, and identify the failures of Reconstruction.

Essential Questions: How did Reconstruction efforts by the Government fail African Americans? Why does the North fight so hard during the Civil War only to give up so easily in 1877? How did Lincoln's death affect Reconstruction?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.	1. Election of 1876 2. Compromise of 1877 3. Jim Crow Laws 4. Plessy v. Ferguson	<ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values and beliefs: Discuss why Republicans "sell out" the African American cause in 1877 Analyze a complex primary source: Analyze the 1896 Supreme Court case of Plessey v. 	<ul style="list-style-type: none"> Reading of primary sources from "Plessy v. Ferguson" ruling Analysis of photographs of lynching in the South 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components Cladiscussions
6.1.12.EconNE.4.a:				

<p>Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.</p>		<p>Ferguson and its implications for African Americans in the U.S.</p>		
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<u>CCSS.ELA-LITERACY.RH.9-10.1</u> <u>CCSS.ELA-LITERACY.RH.9-10.2</u> <u>CCSS.ELA-LITERACY.RH.9-10.3</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> - Chapter 12 – Section 3- 748 Visual Summary: 763 Video “America-The Story of Us”- History Channel Series			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 9 - The Gilded Age
Topic 1 - Politics in the Gilded Age

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 8.1** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will be able to identify the rapid changes that are taking place in an industrialized America from 1865-1900, understand the changing face of America due to immigration, and understand the subjugation of Native Americans by the U.S. Government.

Essential Questions: Who's most responsible for the industrializing of America: The Robber Baron or the American worker? How does immigration change America in this time period? How does the closing of the Frontier end one era in American History and mark the beginning of another?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.EconEM.5.a: Relate industrial growth to the need for social and governmental reforms. 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies	1. Politics in the Gilded Age A. The Grant Years B. From Hayes to Cleveland C. Issues 1. tariffs 2. Civil Service reform 3. Economic legislation	<ul style="list-style-type: none"> Distinguish valid arguments from false arguments: Understand why the Presidents of this time period are forgettable and not the "best men" of society Integrate and evaluate 	<ul style="list-style-type: none"> Political cartoon analysis—depicting some of the Forgettable Presidents Primary source reading : Cross of Gold speech by William Jennings Bryan 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing

<p>And of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p>	<p>2. The Populist Movement</p> <p>3. Crises of the 1890s</p> <p>A. Depression of 1893</p> <p>B. The silver question</p> <p>C. The Election of 1896</p> <p>1. Candidates/ issues</p> <p>2. Outcome</p>	<p>multiple sources of information: Examine the plight of U.S. farmers and discuss the creation of the Populist Movement</p>		<p>components</p> <ul style="list-style-type: none"> • Class discussions
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<u>CCSS.ELA-LITERACY.RH.9-10.7</u>				
<u>CCSS.ELA-LITERACY.RH.9-10.8</u>				
<u>CCSS.ELA-LITERACY.RH.9-10.9</u>				
<u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> – Chapter 14 – Sections 1-3 p. 829-873 Visual Summary- 874 Chapter 15 – Sections 1-3 p. 883-922 Visual Summary- 922 Video “America-The Story of Us”- History Channel Series			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 9 - The Gilded Age
Topic 2 - Industrialization

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Enduring Understandings: Students will be able to identify the rapid changes that are taking place in an industrialized America from 1865-1900, understand the changing face of America due to immigration, and understand the subjugation of Native Americans by the U.S. Government.

Essential Questions: Who's most responsible for the industrializing of America: The Robber Baron or the American worker? How does immigration change America in this time period? How does the closing of the Frontier end one era in American History and mark the beginning of another?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.EconEM.5.a: Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the Nation and on individuals.	1. The Big Industries A. Steel B. Railroads C. Oil D. Banking 2. The Robber Barons 3. Inventions 4. Unionss	<ul style="list-style-type: none"> Produce clear and coherent writing: identify major industries and the leaders of those industries Compare present and past events: compare actions of major business leaders of the Gilded Age to major business leaders of today 	<ul style="list-style-type: none"> Graphic organizer that lists major industries with the leader of that industry. Primary sources: photos of Robber Barons Examine sketches of major inventions to see how they work. Compare the goals, organization, and leadership of the Knights 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing components Class discussions

<p>6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</p> <p>6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.8</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.9</u></p>	<p>A. Knights of Labor B. American Federation of Labor C. Strikes and Labor Violence</p>	<ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values and beliefs as well as technological advances: identify major inventions and examine their significance to society Analyze a complex primary source list reasons for creation of labor unions and examine basic demands of unions 	<p>of Labor and the American Federation of Labor</p> <ul style="list-style-type: none"> Identify labor conflicts in the late 19th century, and explain their significance. Debate the need for Unions today. Discuss the rise, issues, and demise of the Populist movement. 	
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<u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> – Chapter 14 – Sections 1-3 p. 829-873 Visual Summary- 874 Chapter 15 – Sections 1-3 p. 883-922 Visual Summary- 922 Video “America-The Story of Us”- History Channel Series Video “The Men who made America” – History Channel			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 9 - The Gilded Age
Topic 3 - The Cities

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Enduring Understandings: Students will be able to identify the rapid changes that are taking place in an industrialized America from 1865-1900, understand the changing face of America due to immigration, and understand the subjugation of Native Americans by the U.S. Government.

Essential Questions: Who's most responsible for the industrializing of America: The Robber Baron or the American worker? How does immigration change America in this time period? How does the closing of the Frontier end one era in American History and mark the beginning of another?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation. 6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and	1. New Look of the Cities 2. Problems in the Cities 3. Immigration 4. Life during this time -women -African Americans -colleges -entertainment	<ul style="list-style-type: none"> • Compare present and past events: analyze problems in cities and why they occur • Construct various forms of geographic representations to show spatial patterns of physical and human phenomenon: examine immigration patterns from 1880-1920 	<ul style="list-style-type: none"> • Maps of immigration patterns • Photographs of cities from this era • In class field trip through pictures and primary sources • Primary sources: first hand accounts of immigrants 	<ul style="list-style-type: none"> • Quizzes • Essays • Secondary readings • Map completion • Tests with multiple-choice and writing components • Class discussions

<p>American values and in helping people meet their economic needs and expectations.</p> <p>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.6</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.7</u></p>		<p>and identify major changes in the cities because of this</p>		
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<u>CCSS.ELA-LITERACY.RH.9-10.8</u>				
<u>CCSS.ELA-LITERACY.RH.9-10.9</u>				
<u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> – Chapter 14 – Sections 1-3 p. 829-873 Visual Summary- 874 Chapter 15 – Sections 1-3 p. 883-922 Visual Summary- 922 Video “America-The Story of Us”- History Channel Series Video – “The Men who made America” – History Channel			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 9 - The Gilded Age
Topic 4 - The Closing of the Frontier

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 8.1** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will be able to appreciate and understand how technological innovations made during and after the Civil War in the railroad sector led to the development of new technologies in the cattle and mining sectors, in the process following many of the previously established trails out West and establishing mining towns. Students will be able to understand the subjugation of Native Americans by the U.S. Government.

Essential Questions: How did the development of one technology, in this case the railroads alter the development of the farming and cattle industries? How is the popular romantic conception of the American cowboy a symbol of American individualism? To what extent has the West been romanticized? How does the closing of the Frontier end one era in American History and mark the beginning of another?

Unit Assessment: Summative Assessment to include: multiple choice tests, essays, projects, analysis of primary sources, and presentations. Formative Assessment to include: pair and share, journal entries, class debates/discussion, jigsaw activities, wall of questions, and daily reviews.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.HistoryUP.5.a: Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	1. Federal Indian Policy A. dispersal of tribes B. the Dawes Act C. impact of federal policy 2. Native Americans Fight 3. The Buffalo	<ul style="list-style-type: none"> Analyze a complex primary source: Understand the plight of Native Americans from 1865-1890 Construct various forms 	<ul style="list-style-type: none"> Primary Source: excerpt from Fredrick Jackson Turner's thesis Create a timeline of Native American clashes with U.S. Government from 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with

<p>6.1.12.HistoryCA.5.a: Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p> <p>6.1.12.GeoHE.5.a: Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.</p> <p>6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted</p>	<p>4. Moving West 5. The Closing of the Frontier</p>	<p>of geographic representations to show spatial patterns of physical and human phenomenon: Examine reasons why people move west</p> <ul style="list-style-type: none"> Analyze a complex primary source: Study the Buffalo and its importance to Native Americans Integrate and evaluate multiple sources of information: Examine the closing of frontier 	<p>1865-1890</p> <ul style="list-style-type: none"> Diagram of the Buffalo to examine what each part was used for. 	<p>multiple-choice and writing components</p> <ul style="list-style-type: none"> Class discussions
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<p>the growth of a nationwide economy and the movement of populations.</p> <p>6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</p> <p>CCSS.ELA-LITERACY.RH.9-10.1</p> <p>CCSS.ELA-LITERACY.RH.9-10.2</p> <p>CCSS.ELA-LITERACY.RH.9-10.3</p> <p>CCSS.ELA-LITERACY.RH.9-10.4</p> <p>CCSS.ELA-LITERACY.RH.9-10.5</p> <p>CCSS.ELA-LITERACY.RH.9-10.6</p> <p>CCSS.ELA-LITERACY.RH.9-10.7</p> <p>CCSS.ELA-LITERACY.RH.9-10.8</p>				
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CCSS.ELA-LITERACY.RH.9-10.9				
CCSS.ELA-LITERACY.RH.9-10.10				
Resources: <u>The Americans</u> – Chapter 13 – Sections 1-3			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 10 - The Progressive Era
Topic 1 - Muckrakers and Reform

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities.

Unit Objectives/Enduring Understandings: Students will be able to appreciate and understand how the sundry reforms and enigmatic individuals of the Progressive movement emerged from the urban problems created by industrialization.

Essential Questions: How did muckrakers procure governmental reforms in the regulation of big business? How did muckrakers live up to the ideals embodied in America's founding documents? In what ways were the actions of muckrakers a response to the economic and technological developments that were transforming the American way of life? "Knowledge is power"--how did the disclosure of information to the public at large put more in the hands of the people after regulatory laws were established? How has the need to regulate big business changed the political atmosphere of the U.S.?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include pair and share, clock partners, journal entries, creation of political cartoons.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice,	1. Origins of Progressivism A. Progressive Attitudes and Goals B. Muckrakers 2. Municipal and State Reforms A. The Striving for Greater Democracy	<ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values and beliefs as well as technological advances that led Americans to adopt Progressive reforms. Take a position on a 	<ul style="list-style-type: none"> Students will explain the reasons underlying the rise of Progressivism as a response to Industrialization. Discuss how Progressives sought to improve social, economic, and political 	<ul style="list-style-type: none"> Quizzes Essays Secondary readings Map completion Tests with multiple-choice and writing

<p>inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).</p> <p>6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote</p>	<p>B. Reform of City Government</p> <p>3. Social and Economic Legislation</p>	<p>current public policy and support it with historical evidence in oral format</p> <ul style="list-style-type: none"> Integrate and evaluate multiple sources of information 	<p>conditions in American society.</p>	<p>components</p> <ul style="list-style-type: none"> Class discussions
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<p>trade.</p> <p>6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p> <p>6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.</p> <p>6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p>				
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<p>6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.</p> <p><u>CCSS.ELA-LITERACY.RH. 9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH. 9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH. 9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH. 9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH. 9-10.5</u></p>				
<p>Resources: <u>The Americans</u> - Chapter 16 – Sections 1-4 p. 929-995 Visual Summary :987</p> <p>Chapter 17 – Sections 1-5 995-1063 Visual Summary: 1058</p>			<p>Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.</p>	

Unit 10 - The Progressive Era
Topic 2 - A Progressive White House

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 8.1** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Unit Objectives/Enduring Understandings: Students will be able to appreciate and understand how a progressive leaning White House embraced the ideals of the Progressive movement through leadership and legislation.

Essential Questions: How have the Progressive presidents created “a more perfect union?” Can there be political freedom without a solid economic foundation? How was business regulation, championed by Progressive presidents, considered an example of shifting the political power back to the people? At what point do the negative effects of a business monopoly outweigh its societal utility—is this the role of the government to make this determination? Does the government lack the technological capability to competence to successfully regulate high tech business endeavors? What case do the policies of these Progressive presidents make in favor of stronger presidential leadership? Does concentration of more political and military power into the executive branch of the U.S. government actually contradict the stated goals of Progressivism?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include pair and share, clock partners, journal entries, creation of political cartoons.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points
6.1.12.CivicsDP.6.a: Use a variety of sources from multiple perspectives to	1. Theodore Roosevelt and Progressivism A. Roosevelt as President	<ul style="list-style-type: none"> Construct concept maps depicting how the different Progressive presidents 	<ul style="list-style-type: none"> Discuss how the Progressive Presidents sought to improve social, 	<ul style="list-style-type: none"> Quizzes Essays Secondary

<p>document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).</p> <p>6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.CivicsDP.6.b: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.</p> <p>6.1.12.GeoGM.6.a: Determine the role</p>	<p>B. Roosevelt and the Trusts C. Regulation of Business D. The Conservation Movement</p> <p>2. Taft and Wilson A. Taft's Progressivism B. The Election of 1912 C. Wilson and the Trusts</p> <p>3. Accomplishments of the Progressive Era A. Women and Blacks B. The Limits of Progressivism</p>	<p>sought to make reform possible</p> <ul style="list-style-type: none"> Analyze how change occurs through time due to shifting values and beliefs as well as technological advances Integrate and evaluate multiple sources of information 	<p>economic, and political conditions in American society.</p> <ul style="list-style-type: none"> Account for the differences between Theodore Roosevelt, Taft, and Wilson. Students will identify some of the highlights, and lowlights, for both women and blacks during the Progressive Era. Identify the accomplishments and failures of the Progressive Movement. 	<p>readings</p> <ul style="list-style-type: none"> Map completion Tests with multiple-choice and writing components Class discussions
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<p>geography played in gaining access to raw materials and finding new global markets to promote trade.</p> <p>6.1.12.GeoHE.6.a: Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.</p> <p>6.1.12.EconNE.6.a: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.</p>				
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<p>6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.</p> <p>6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> <p><u>CCSS.ELA-LITERACY.RH.9-10.1</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.2</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.3</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.4</u></p> <p><u>CCSS.ELA-LITERACY.RH.9-10.5</u></p>				
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<u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> – Chapter 17 – Sections 1-5 Pages: 1047-1059 Visual Summary:1058			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	

Unit 11 - The U.S. as Imperial World Power--WWI and the Defeat of U.S. Isolationism
Topic 1 - U.S. On the World Stage

Targeted State Standards: Standard 6.1 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national and global communities. **Standard 6.3** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Unit Objectives/Enduring Understandings: Students will be able to appreciate and understand how the Spanish-American War at the end of the nineteenth century catapulted America as a major military and economic power world power, as well as the various domestic and international factors that influenced the decision and crafting of American foreign policy to actively compete with European powers to procure overseas colonies and establish prosperous global trade networks.

Essential Questions: When does liberation of an oppressed people begin and colonialism begin? How were the acquiring of Hawaii and Alaska examples of the continuation of Manifest Destiny? Is imperialism a proficient means and method of spreading American style democracy? If American democracy is really special and distinct to America itself, is it even possible to spread it to other countries (i.e.: Cuba, Philippines)? How is the notion of imperialism itself a contradiction to the ideas found in America's founding documents? How did advancements in military technology since the American Civil War provide the U.S. with a decisive edge over Spain? How did global competition and trade between European nations and America, and particularly the fighting during the Spanish-American War, demonstrate the need to create a traversable waterway through the isthmus of Latin America? How does America's economic power manifest itself politically in Latin America and other countries, such as China? Was Wilson's Moral Diplomacy quixotic?

Unit Assessment: Summative assessment to include: tests with multiple-choice and essay components: quizzes, essays, projects involving research, analysis of primary sources and editorial commentary, and multimedia presentations. Formative assessments to include pair and share, clock partners, journal entries, creation of political cartoons.

	Core Content		Instructional Actions	
Performance Expectation	Concepts <i>What students will know.</i>	Skills <i>What students will be able to do.</i>	Activities/Strategies Technology Implementation/ Interdisciplinary Connections	Assessment Check Points

<p>6.1.12.HistoryCC.6.b: Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.</p> <p>6.1.12.HistoryCC.6.c: Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p>6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.</p> <p>6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the</p>	<ol style="list-style-type: none"> 1. Stirrings of Imperialism <ol style="list-style-type: none"> A. Motivations for expansion B. Alaska and Hawaii C. Latin American 2. The Spanish-American War <ol style="list-style-type: none"> A. The Cuban Problem B. Events Leading to War C. The Defeat of Spain D. Consequences of the War 3. The United States and the Far East <ol style="list-style-type: none"> A. The Philippines B. China and the Open Door C. The Rise of Japan 4. The United States and Latin America <ol style="list-style-type: none"> A. The U.S. and the Caribbean B. The Panama Canal C. The Roosevelt Corollary D. Taft and Dollar Diplomacy E. Wilson and Moral Diplomacy 	<ul style="list-style-type: none"> • Construct geographic representations that depict the post-war expansion of the U.S. westward and then out into the Pacific Ocean and beyond. • Relate events to the geography and people involved—students will examine the effects of the Spanish-American War, showing how the U.S. becomes responsible for Spanish colonial possessions after the war. • Analyze how change occurs through time due to shifting values and beliefs • Analyze the arguments / foreign policies regarding Latin America by a produce clear paragraph summarizing the major positions of the Federal Government. 	<ul style="list-style-type: none"> • Discuss the factors involved in America's post Civil-War expansion. • Explain the causes and consequences of the Spanish-American War. • Discuss the nature of the Open Door policy and America's Far Eastern foreign policy. • Explain the accomplishments and consequences of America's Latin American foreign policy under T. Roosevelt, Taft, and Wilson. 	<ul style="list-style-type: none"> • Quizzes • Essays • Secondary readings • Map completion • Tests with multiple-choice and writing components • Class discussions
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<p>United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.</p> <p>6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.</p> <p>6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.</p>				
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<u>CCSS.ELA-LITERACY.RH.9-10.6</u> <u>CCSS.ELA-LITERACY.RH.9-10.7</u> <u>CCSS.ELA-LITERACY.RH.9-10.8</u> <u>CCSS.ELA-LITERACY.RH.9-10.9</u> <u>CCSS.ELA-LITERACY.RH.9-10.10</u>				
Resources: <u>The Americans</u> - Chapter 18 Section 1-4 Pages: 1063-1120 Visual Summary:1115			Instructional Adjustments: Modifications, student difficulties, possible misunderstandings.	