

United States History I Honors

Unit I: Early America, Constitution and Early Republic (1754-1820)

Stage 1: Desired Results

Standards & Indicators:

Era 1. Colonization and Settlement (1585–1763)

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

Era 2. Revolution and the New Nation (1754–1820s)

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

CURRICULUM STANDARDS

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.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

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 Constitution.

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.

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.

6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.

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.

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.

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

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.

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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.

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.

6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

6.1.12.HistoryUP.2.a: Using primary sources, 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.

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.

6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.

6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the

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		decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	

<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● Impact of global exploration ● Social and economic interactions shaping the relationships between natives and European societies. ● Students will debate the impact of slavery throughout American history. ● Students will understand the causes and the effects of the American Revolution. ● The philosophies embedded in the Declaration of Independence reflect major ideas rooted in the Enlightenment and the Renaissance. ● Being an informed citizen can protect you from exploitation by government leaders. ● The precedent set by the first Presidents. ● The purchase of the Louisiana territory and the impact to the nation. 	<p><u>Essential/Guiding Question:</u></p> <ol style="list-style-type: none"> 1. Compare and contrast the different native societies which existed prior to contact with Europeans. 2. What kinds of demographic and social changes occurred in North America as a result of contact between Eastern and Western hemispheres? 3. Why did slavery develop as a viable economic alternative in the Americas? 4. Was the encounter between Europeans and Native Americans a tragedy or a positive? 5. What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America? 6. How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences? 7. In what ways did the British government seek to exert control over its American colonies in the 17th and 18th centuries? 8. How did the competition between European empires around the world affect relations among the various peoples in North America? 9. How and why did the English North American colonies develop into distinct regions? 10. In what ways did the French & Indian War alter the political, economic and ideological relations between Britain and its American colonies?
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	<ol style="list-style-type: none"> 11. How did America's pre-Revolutionary relationship with England influence the structure of the first national government? 12. What weaknesses in the Articles of Confederation led to the effort to draft a new constitution? 13. How did the delegates to the Constitutional Convention balance competing interests? 14. What are the underlying principles of the American system of government? 15. What is the relationship between the three branches of government? Between the national government and the states? 16. What precedents did George Washington establish for the new nation? 17. Why did competing political parties develop during the 1790s? 18. How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation? 19. How did environmental and geographic factors affect the development of sectional economics and identities?
<p><u>Content:</u></p> <ol style="list-style-type: none"> 1. New Spain/New France/New England 2. Regional Colonies 3. Recognize that the revolution in America did not unite the colonists nor was it a united front. 4. Recognize the differences between several state constitutions, including New Jersey's 1776 constitution. 5. Several American ideals in the U.S. Constitution, such as due process, rule of law, and individual rights have been denied to different groups of people throughout time 6. The Constitutional Convention. 7. Washington, Adams, Jefferson. 8. Louisiana Purchase 9. War of 1812 	<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. Explain how and why various European colonies developed and expanded from 1607-1754. 2. Explain how and why environmental and other factors shaped the development and expansion of various British colonies from 1607-1754. 3. Explain the causes and effects of slavery in the various British colonial regions and explain how enslaved people responded to slavery and 4. Explain how and why the movement of a variety of people and ideas across the Atlantic contributed to the development of American culture over time. 5. Compare the effects of the development of colonial society in the various regions of North America. 6. Explain how British colonial policies regarding North America led to the Revolutionary War (French and Indian War). 7. Explain how various factors contributed to the American victory in the Revolution. 8. Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.

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	<ol style="list-style-type: none"> 9. Explain how and why political ideas, institutions, and party systems developed and changed in the new republic 10. Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800. 11. Explain the causes and effects of policy debates in the early republic. 12. Explain how different regional interests affected debates about the role of the federal government in the early republic. 13. Explain how and why American foreign policy developed and expanded over time.
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

Students will analyze primary sources.

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

Students will use textual evidence to write essays which will compare perspectives between Washington, Jefferson, and Jackson.

Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Resources:

1. [GLSEN Educator Resources](#)
2. [Supporting LGBTQIA Youth Resource List](#)

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<p>Reflection and Response</p> <p>Socratic Seminar</p> <p>Think-Pair-Share</p> <p>Academic vocabulary and language</p> <p>Cooperative learning</p> <p>Debate</p> <p>Direct instruction</p> <p>Current Events</p> <p>Document based questions</p> <p>Effective Questioning</p> <p>Flexible/strategic grouping</p> <p>Formative/Strategic grouping</p> <p>Graphic organizers</p> <p>Homework and practice</p> <p>Identifying similarities and differences</p> <p>Integration of content area</p> <p>Lecture</p> <p>Modeling</p> <p>Note Taking</p> <p>Project based learning</p> <p>Reciprocal Teaching</p> <p>Summarizing</p>	<p>3. Respect Ability: Fighting Stigmas, Advancing Opportunities</p> <p>4. Learning for Justice</p> <p>5. Facing History & Ourselves</p> <p>Required Primary/Secondary Resources:</p> <ul style="list-style-type: none"> ● Common Sense ● Articles of Confederation ● Constitution ● Washington’s Farewell Address ● Louisiana Purchase Map ● Monroe Doctrine ● Marbury v Madison decision ● Compromise of 1820
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author’s position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:</p> <ul style="list-style-type: none"> ● breaking assignments into smaller tasks, ● giving directions through several channels (auditory, visual ● kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions

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<p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<ul style="list-style-type: none"> ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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Unit II: Expansion and Reform (1801-1861)
Stage 1: Desired Results
<p>Standards & Indicators:</p> <p>Era 3. Expansion and Reform (1801–1861)</p> <p>Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</p> <p><u>CURRICULUM STANDARDS</u></p> <p>6.1.12.EconET.2.a: 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.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.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.CivicsDP.3.a: Compare and contrast the successes and 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>6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p>

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- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 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.
- 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.
- 6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 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).
- 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.
- 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).
- 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.
- 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions,

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		solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
<p>Central Idea/Enduring Understanding:</p> <ul style="list-style-type: none"> ● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past. ● Resources impact what is produced and employment opportunities. ● Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. ● Multiple economic indicators are used to measure the health of an economy. ● How did the nation's economy help shape its politics? ● How did the economic differences between the North and the South cause tension? ● Can average citizens change society? ● How did reforms of this era increase tensions between the North and the South? ● Andrew Jackson's social, political and economic influence on the nation. ● The timeline of various Native American policies i.e. Indian Removal Act. ● Why did people want to move west in the 1800s? ● How did westward migration affect the relationship between the United States and other countries and peoples during this time? 		<p>Essential/Guiding Question:</p> <ol style="list-style-type: none"> 1. In what ways did political democracy change in the years following the War of 1812? 2. Did the Jacksonian Era make American politics more democratic or autocratic? 3. How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity? 4. How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked? 5. How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life? 6. How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse? 7. How did the doctrine of Manifest Destiny affect debates over territorial expansionism and the Mexican War?
<p>Content:</p> <ol style="list-style-type: none"> 1. American Nationalism 2. Early Industry 3. Land of Cotton 4. Growing Sectionalism 5. Jacksonian America 6. A Changing Culture 		<p>Skills(Objectives):</p> <ol style="list-style-type: none"> 1. Explain how and why American foreign policy developed and expanded over time. 2. Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

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<ol style="list-style-type: none"> 7. Reforming Society <ol style="list-style-type: none"> a. Women’s Rights b. Immigration c. Education d. Temperance 8. Abolitionist Movement 9. Manifest Destiny 10. The War with Mexico 	<ol style="list-style-type: none"> 3. Explain how and why innovation in technology, agriculture, and commerce affected various segments of American society over time. 4. Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848. 5. Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848. 6. Explain how and why a new national culture developed from 1800 to 1848. 7. Explain the causes of the Second Great Awakening. 8. Explain how and why various reform movements developed and expanded from 1800 to 1848. 9. Explain the continuities and changes in the experience of African Americans from 1800 to 1848. 10. Explain how geographic and environmental factors shaped the development of the South from 1800 to 1848. 11. Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848. 12. Explain the causes and effects of westward expansion from 1844 to 1877. 13. Explain the causes and effects of the Mexican–American War.
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence

-Math: Students will analyze numerical data charts comparing Northern and Southern economies, populations, and military capacity upon entering the Civil War.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> End of Unit Common Assessment</p>	<p><u>Other Evidence:</u> End-of-unit or chapter tests that assess key learning outcomes Presentations Research Projects Writing <ul style="list-style-type: none"> ● Argumentative ● Informative/Explanatory ● Narrative Digital Portfolios Debates Group and Individual Projects Small Groups Interviews</p>
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	Classroom Interaction Simulations Minute Paper One Sentence Summary Pro-Con Grid Student generated Test Questions Goal Ranking Process Analysis Chain Notes Group Work Evaluations
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing	<p><u>Resources:</u></p> <ol style="list-style-type: none"> 1. GLSEN Educator Resources 2. Supporting LGBTQIA Youth Resource List 3. Respect Ability: Fighting Stigmas. Advancing Opportunities 4. Learning for Justice 5. Facing History & Ourselves <p>Required Primary/Secondary Resources:</p> <ul style="list-style-type: none"> ● Indian Removal Act ● Ain't I A Woman? ~Sojourner Truth ● Declaration of the Rights of Women ● Autobiography of Frederick Douglass ● Primary/Secondary Perspectives on the Mexican-American War ● Compromise of 1850
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
*Identify an author's position and provide evidence to support this viewpoint in essay form *Create a PowerPoint/Prezi presentation summarizing the	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report. *Break some students into reading groups to discuss the assignment. *Use of student created charts and models	*Offer alternate assessments / assignments *Allow auditory learners to listen to audio books. *Visual learners create a graphic organizer of the topic.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: <ul style="list-style-type: none"> ● breaking assignments into smaller tasks, ● giving directions through several

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<p>lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>channels (auditory, visual</p> <ul style="list-style-type: none"> ● kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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Unit III: Antebellum, Civil War and Gilded Age (1850–1900)

Stage 1: Desired Results

Standards & Indicators:

Era 4. Civil War and Reconstruction (1850–1877)

The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

Era 5. The Development of the Industrial United States (1870–1900)

Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.

CURRICULUM STANDARDS

6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

6.1.12.EconNE.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

6.1.12.EconNE.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

6.1.12.HistoryCC.6.a: 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.

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.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).

6.1.12.CivicsPR.4.a: Draw from multiple sources to explain 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.

6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.

6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.

6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

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.

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- 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.
- 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.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 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.
- 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.
- 6.1.12.EconGE.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
- 6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.
- 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.
- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 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 the growth of a nationwide economy and the movement of populations.
- 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.
- 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 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.
- 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.
- 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.
- 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 American values and in helping people meet their economic needs and expectations.

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Career Readiness, Life Literacies and Key Skills		
Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.
9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
Central Idea/Enduring Understanding: <ul style="list-style-type: none"> ● There are multiple and complex causes and effects of historical events. ● Tensions between the North and the South were caused by rapid expansion and transformation of the American economy (overarching). ● Physical strife may bring quick resolutions however it may not always be the most efficient method for resolving conflict (overarching). 		Essential/Guiding Question: <ol style="list-style-type: none"> 1. How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period? 2. Why did attempts at compromise before the war fail to prevent the conflict? 3. To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?

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<ul style="list-style-type: none"> ● Although freedom is often touted as the highest attainable human goal, at times leaders must forfeit democratic ideals to maintain order (overarching). ● Efforts to reunite the country through Reconstruction were contested, resisted, and had long term consequences (topical). ● Federal recognition of Juneteenth has been delayed due to misconceptions about the causes and legacy of the Civil War. ● Though the intentions of the 14th Amendment are clear in historical context, the general language of it has been open to interpretation and has caused tension between state and federal governments (topical). ● Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture. ● Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. ● The movement of people, goods and ideas causes societies to change over time. ● Learning about the past helps us understand the present and make decisions about the future. ● Countries are affected by their relationships with one another. ● Cultures are held together by shared beliefs and common practices and values. ● The movement of people, goods, and ideas causes societies to change over time. 	<ol style="list-style-type: none"> 4. How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West? 5. How did the rapid influx of immigrants from other parts of the world than northern and western Europe affect debates about American national identity? 6. How did technological and corporate innovations help to vastly increase industrial production? What was the impact of these innovations on the lives of working people? 7. How and why did the sources of migration to the United States change dramatically during this period? 8. How did the political culture of the Gilded Age reflect the emergence of new corporate power? 9. How successful were the challenges to this power? Why did challenges to this power fail? 10. In what ways, and to what extent, was the West “opened” for further settlement through connection to eastern political, financial, and transportation systems? 11. How did artistic and intellectual movements both reflect and challenge the emerging corporate order? 12. Why would people take on the challenges of life in the West?
<p><u>Content:</u></p> <ol style="list-style-type: none"> 1. Discuss major events leading up to the Civil War that increased tensions between the North and South. 2. Evaluate the major results of the Election of 1860 and its effects on the start of the Civil War. 3. Debate the reasons for Southern secession. 4. Compare how prepared the North and South were for the Civil War. 5. Define sectionalism and its impact on politics in the U.S. 6. Explain the role African Americans played during the Civil War and Reconstruction Era. 7. Identify differences between the North and the South during the early and mid 1800s in the following categories: geography and 	<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. Explain the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War. 2. Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877. 3. Explain how regional differences related to slavery caused tension in the years leading up to the Civil War 4. Explain the political causes of the Civil War 5. Describe the effects of Lincoln’s election. 6. Explain the various factors that contributed to the Union victory in the Civil War. 7. Explain how Lincoln’s leadership during the Civil War impacted American ideals over the course of the war.

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<p>climate, economy, population, and transportation.</p> <ol style="list-style-type: none"> 8. Explain the chronological logic of the 13th, 14th, and 15th Amendments. 9. Determine the extent to which enacted Reconstruction policies achieved their goals 10. The various resources that enabled the United States to industrialize quickly. 11. How the spread of railroads changed the nation. 12. How different forms of organization contributed to the rise of large-scale businesses. 13. The reasons that organized labor failed to achieve its major goals. 14. The settlement patterns of immigrants and their influence on American culture. 15. The problems that developed as more people crowded into urban areas. 16. The reasons for and course of the Populist movement and its legacy. 17. The main political and economic issues of the Gilded Age. 18. How the rights of African Americans were eroded after Reconstruction. 19. How mining and ranching affected the development of the West. 20. The factors that encouraged settlement of the Great Plains following the Civil War. 21. The factors that caused conflicts between Native Americans and settlers on the Great Plains. 	<ol style="list-style-type: none"> 8. Explain the effects of government policy during Reconstruction on society from 1865 to 1877. 9. Explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American. 10. Explain the causes and effects of the settlement of the West from 1877 to 1898. 11. Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898. 12. Explain the effects of technological advances in the development of the United States over time. 13. Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. 14. Explain the socioeconomic continuities and changes associated with the growth of industrial capitalism from 1865 to 1898. 15. Explain how cultural and economic factors affected migration patterns over time. 16. Explain the various responses to immigration in the period over time. 17. Explain the causes of increased economic opportunity and its effects on society. 18. Explain how different reform movements responded to the rise of industrial capitalism in the Gilded Age. 19. Explain continuities and changes in the role of the government in the U.S. economy. 20. Explain the similarities and differences between the political parties during the Gilded Age. 21. Explain how population growth is affected by natural resources and geographic factors.
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence Compare and contrast primary and secondary sources describing Booker T. Washington and W.E.B. Du Bois addressed the issue of African American segregation and discrimination.

Students will evaluate the impacts of industrialization on the environment and draw comparisons to modern day impacts of industrialization.

Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u> End of Unit Common Assessment</p>	<p><u>Other Evidence:</u> End-of-unit or chapter tests that assess key learning outcomes Presentations Research Projects Writing</p> <ul style="list-style-type: none"> ● Argumentative ● Informative/Explanatory
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	<ul style="list-style-type: none"> ● Narrative Digital Portfolios Debates Group and Individual Projects Small Groups Interviews Classroom Interaction Simulations Minute Paper One Sentence Summary Pro-Con Grid Student generated Test Questions Goal Ranking Process Analysis Chain Notes Group Work Evaluations
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Stage 3: Learning Plan

<p><u>Learning Opportunities/Strategies:</u></p> <p>Jigsaw KWL Charts Reflection and Response Socratic Seminar Think-Pair-Share Academic vocabulary and language Cooperative learning Debate Direct instruction Current Events Document based questions Effective Questioning Flexible/strategic grouping Formative/Strategic grouping Graphic organizers Homework and practice Identifying similarities and differences Integration of content area Lecture Modeling Note Taking Project based learning Reciprocal Teaching Summarizing</p>	<p><u>Resources:</u></p> <ol style="list-style-type: none"> 1. GLSEN Educator Resources 2. Supporting LGBTQIA Youth Resource List 3. Respect Ability: Fighting Stigmas. Advancing Opportunities 4. Learning for Justice 5. Facing History & Ourselves <p>Required Primary/Secondary Sources:</p> <ul style="list-style-type: none"> ● Uncle Tom’s Cabin ● Dred Scott Decision ● What To a Slave is the Fourth of July? ● Lincoln-Douglas Debates ● Lincoln’s First and Second Inaugural ● Emancipation Proclamation ● Gettysburg Address ● 13th, 14th, 15th Amendments ● Biography of John D. Rockefeller ● Autobiography of Booker T Washington ● Gospel of Wealth ● Chinese Exclusion Act ● Boss Tweed Political Cartoons
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
*Identify an author’s position and provide evidence to support this viewpoint in essay form	*Visual learners create a graphic organizer of the topic. *Auditory learners give an oral report.	*Offer alternate assessments/assignments *Allow auditory learners to listen to audio books.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to:

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<p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply note taking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<ul style="list-style-type: none"> ● breaking assignments into smaller tasks, ● giving directions through several channels (auditory, visual ● kinesthetic, model), and/or small group instruction for reading/writing <p>ELL supports should include, but are not limited to, the following:</p> <ul style="list-style-type: none"> ● Extended time ● Provide visual aids ● Repeated directions ● Differentiate based on proficiency ● Provide word banks ● Allow for translators, dictionaries
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Unit IV: The Progressive Era, Imperialism and WWI

Stage 1: Desired Results

Standards & Indicators:

Era 6. The Emergence of Modern America: Progressive Reforms (1890–1930)

Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.

Era 7. The Emergence of Modern America: World War I (1890–1930)

United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.

CURRICULUM STANDARDS

6.1.12.HistoryCC.6.a: 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.

6.1.12.EconNE.8.a: Analyze the push-pull factors that led to the Great Migration.

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, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

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.

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.

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.

6.1.12.EconEM.6.a: Determine how supply and demand influenced price and output during the Industrial Revolution.

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.

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.

6.1.12.HistoryCC.6.d: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).

6.1.12.HistoryCA.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups

6.1.12.GeoGM.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.

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- 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.
- 6.1.12.CivicsDP.7.a: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- 6.1.12.EconNM.7.a: Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
- 6.1.12.HistoryCC.7.a: Take a position based on evidence that evaluates the effectiveness of Woodrow Wilson's leadership during and immediately after WWI and compare it to another president's wartime leadership.
- 6.1.12.HistoryCA.7.a: Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I and compare those factors to contemporary American involvement in another country.
- 6.1.12.HistoryCA.7.b: Analyze the reasons for the policy of neutrality regarding World War I and explain why the United States eventually entered the war.
- 6.1.12.HistoryCA.7.c: Evaluate the American government's response to the rise of authoritarian regimes between the world wars and compare that response to the rise of a modern authoritarian regime (e.g., North Korea, Venezuela, Syria, China, Iran).
- 6.1.12.HistoryUP.7.a: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas.	With a growth mindset, failure is an important part of success.
9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice.	Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.
9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving.	
9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others.	Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.
9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.	Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.

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9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change.	Accurate information may help in making valuable and ethical choices.
9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations.	Media have embedded values and points of view.
9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.	Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.
9.4.12.TL.2	Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.	
9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.	Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.
9.4.12.TL.4	Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.	
<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> ● There are multiple and complex causes and effects of historical events. ● Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. ● The movement of people, goods and ideas causes societies to change over time. ● Learning about the past helps us understand the present and make decisions about the future. ● Countries are affected by their relationships with one another. ● Cultures are held together by shared beliefs and common practices and values. 		<p><u>Essential/Guiding Question:</u></p> <ol style="list-style-type: none"> 1. How did continuing debates over immigration and assimilation reflect changing ideals of national and ethnic identity? 2. How did class identities change in this period? 3. Why did public attitudes towards immigration become negative during this time period? 4. How and why did people migrate within the U.S. during this time period? 5. How did reformist ideals change as reformers took them up in different time periods? 6. Why did opposition emerge to various reform programs? 7. Why did U.S. leaders decide to become involved in global conflicts such as the Spanish American War and World War I? 8. How did debates over intervention reflect public views of America's role in the world? 9. Why did reformers seek for the government to wrest control of the environment and national resources from commercial interests? 10. How did "modern" cultural values evolve in response to developments in technology? 11. How did debates over the role of women in American public life reflect changing social realities?
<p><u>Content:</u></p> <ol style="list-style-type: none"> 1. How the desire for new markets and the need for resources were motivating factors for American imperialism. 2. Why the United States attempted to reduce European influence in the Western Hemisphere. 		<p><u>Skills(Objectives):</u></p> <ol style="list-style-type: none"> 1. Compare the goals and effects of the Progressive reform movement. 2. Explain the effects of the Spanish–American War. 3. Explain the similarities and differences in attitudes about the nation's proper role in the world.

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<ol style="list-style-type: none">3. The causes of the Spanish-American War. the origins, significance, and consequences of the Open Door policy.4. How the construction of the Panama Canal, the Roosevelt Corollary, and dollar diplomacy spread U.S. influence to other nations.5. The imperialistic philosophies of Theodore Roosevelt and William Howard Taft.6. How Wilson's philosophies differed from those of Roosevelt. following categories: geography and climate, economy, population, and transportation.7. United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.8. The major causes of World War I, including militarism, alliances, imperialism, and nationalism.9. What life was like on the home front for women and minorities.10. The new technology of warfare and its effect on military tactics and casualties.11. How the war affected the economy and how economic factors led to a Red Scare after the war.	<ol style="list-style-type: none">4. Explain the causes and consequences of U.S. involvement in World War I.5. Explain the causes and effects of international and internal migration patterns over time.6. Write an argument evaluating the extent to which the national interests and foreign policies of Presidents McKinley, T. Roosevelt, Taft, and Wilson adhered to or conflicted with American ideals of freedom and self-determination (i.e., Spanish American War, Roosevelt Corollary to Monroe Doctrine, Panama Canal Dollar Diplomacy (Latin America), Open Door Policy (Asia)).7. Explain how global competition for land, resources, and trade by the United States, Germany, Russia, France, and Britain led to increased militarism and wars during this time period.8. Analyze in detail the series of events (i.e., loans to allies, sinking of the Lusitania, German submarine warfare against neutral countries and the Zimmerman telegram) that moved the United States from neutrality regarding WWI to entry into the war.9. Determine the extent to which text and visual propaganda by the government, the media, and special interest groups used structure and images to shape American public opinion and American foreign policy during World War I.10. Determine how new technologies altered the nature of World War I and influenced future technological advancement.11. Compare the point of view of two or more historians regarding their evaluation of the effectiveness of President Wilson's leadership on international issues (i.e., Fourteen Points, Treaty of Versailles and the League of Nations) and note which details they include and emphasize in their respective accounts.12. Analyze the impact (e.g., reparations, loss of land, disarmament) of the Treaty of Versailles and the League of Nations from the perspectives of different countries, citing specific text evidence and using quantitative data.
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Interdisciplinary Connections:

-Reading Informational Text: Close Reading of Text, Central Ideas of Text, Interactions Among Text Elements, Text Structure, Perspective and Purpose in Texts, Diverse Media and Formats, Analysis of an Argument, Comparison of Text

-Writing: Argumentative Writing, Informative and Explanatory Writing, Writing Research, Sources of Evidence
Compare and contrast the perspectives of imperialists and anti-imperialists using primary source textual evidence.

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Stage 2: Assessment Evidence

Performance Task(s):

End of Unit Common Assessment

Other Evidence:

End-of-unit or chapter tests that assess key learning outcomes

Presentations

Research Projects

Writing

- Argumentative
- Informative/Explanatory
- Narrative

Digital Portfolios

Debates

Group and Individual Projects

Small Groups

Interviews

Classroom Interaction

Simulations

Minute Paper

One Sentence Summary

Pro-Con Grid

Student generated Test Questions

Goal Ranking

Process Analysis

Chain Notes

Group Work Evaluations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Jigsaw

KWL Charts

Reflection and Response

Socratic Seminar

Think-Pair-Share

Academic vocabulary and language

Cooperative learning

Debate

Direct instruction

Current Events

Document based questions

Effective Questioning

Flexible/strategic grouping

Formative/Strategic grouping

Graphic organizers

Homework and practice

Identifying similarities and differences

Integration of content area

Lecture

Modeling

Note Taking

Project based learning

Reciprocal Teaching

Summarizing

Resources:

1. [GLSEN Educator Resources](#)
2. [Supporting LGBTQIA Youth Resource List](#)
3. [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
4. [Learning for Justice](#)
5. [Facing History & Ourselves](#)

Required Primary/Secondary Sources:

- Biography of John D. Rockefeller
- Selections from *The Jungle* by Upton Sinclair
- Autobiography of Booker T Washington
- Jacob Riis *How the Other Half Lives*
- Woodrow Wilson's "14 Points"
- Treaty of Versailles

United States History I Honors

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>*Identify an author's position and provide evidence to support this viewpoint in essay form</p> <p>*Create a PowerPoint/Prezi presentation summarizing the lesson or introducing a topic</p> <p>*Think of a situation that happened to a character in history and a present different outcome.</p> <p>*Use of multiple texts, supplementary materials and computer programs</p> <p>*Independent and small group projects chosen by students based on interest</p> <p>*Student centered activities with the teacher as a guide</p> <p>*Use of Jigsaw</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Think, Pair, Share</p> <p>*Carousel activity to review or introduce material</p> <p>*Digital Portfolios for Essay Writing</p>	<p>*Visual learners create a graphic organizer of the topic.</p> <p>*Auditory learners give an oral report.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Use of student created charts and models</p> <p>*Varying sets of reading comprehension questions to answer for a given chapter</p> <p>*Adaptive assessments that get easier or harder depending on how a student is performing.</p> <p>*Learning activities in small groups, which are designed around student strengths and weaknesses so that they can tutor each other.</p> <p>*Think, Pair, Share</p> <p>*Excel charts to compile information</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in and complete work</p> <p>*EdPuzzle</p>	<p>*Offer alternate assessments/assignments</p> <p>*Allow auditory learners to listen to audio books.</p> <p>*Visual learners create a graphic organizer of the topic.</p> <p>*Break some students into reading groups to discuss the assignment.</p> <p>*Allow students to read individually if preferred.</p> <p>*Have students define terms with pictures rather than words.</p> <p>*Supply notetaking organizers and peer buddies</p> <p>*Supply highlighted texts & worksheets</p> <p>*Think, Pair, Share</p> <p>*Allow for individual, partner or group work</p> <p>*Carousel activity to review or introduce material</p> <p>*Kahoot to introduce/conclude lessons</p> <p>*Google Classroom</p> <p>*Google docs to turn in complete work</p> <p>*EdPuzzle</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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*Google Classroom			
*Google docs to turn in and complete work			
*EdPuzzle			

Pacing Guide

Course Name: US History I Honors	Resource	Standards
MP: 1 or 3	Fabric of a Nation	
<p>UNIT 1 - 26 Days Early America, Constitution and Early Republic (1754-1820)</p> <p>Early America (10 days)</p> <ul style="list-style-type: none"> ○ European colonization ○ British Colonies ○ Colonial America ○ American Revolution <p>The Constitution (6 days)</p> <ul style="list-style-type: none"> ○ Articles of Confederation ○ The Convention ○ The Constitution <p>Early Republic (8 days)</p> <ul style="list-style-type: none"> ○ Washington ○ Adams ○ Jefferson ○ Madison <p>Review & Assessment (2 days)</p> <ul style="list-style-type: none"> ○ Review ○ Unit I Assessment 	<p>Fabric of a Nation:</p> <ul style="list-style-type: none"> ● Period 1 (Modules 1-1 through 1-4) ● Period 2 (Modules 2-1 through 2-9) ● Period 3 (Modules 3-1 through 3-9) ● Period 4 (Modules 4-1 through 4-3) <p>Newsela: 13 colonies:</p> <p>Newsela: Articles Of Confederation-video</p> <p>Newsela: Preamble to the Constitution:</p> <p>Newsela: Branches of Government:</p> <p>Newsela: Bill of Rights Primary Source:</p> <p>Newsela: Washington's Farewell address:</p> <p>Newsela: Washington and Adams:</p> <p>Newsela: Hamilton vs Jefferson:</p> <p>Newsela: Louisiana Purchase: video</p> <p>Newsela: Washington, Adams, Jefferson</p> <p>Newsela: War of 1812</p> <p><u>Required Primary and Secondary Sources</u></p> <ul style="list-style-type: none"> ● Common Sense 	<p><u>Social Studies Standards</u></p> <p>6.1.12.CivicsPI.1.a 6.1.12.CivicsPD.1.a 6.1.12.GeoGI.1.a 6.1.12.EconGE.1.a 6.1.12.HistoryCC.1.a 6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b 6.1.12.EconEM.2.a 6.1.12.EconEM.2.b 6.1.12.EconEM.2.c 6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2 6.1.12.HistoryUP.2.c 6.1.12.HistorySE.2.a 6.1.12.HistoryCA.2.a</p>

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	<ul style="list-style-type: none"> ● Articles of Confederation ● Constitution ● Washington's Farewell Address ● Louisiana Purchase Map ● Monroe Doctrine ● Marbury v Madison decision ● Compromise of 1820 	
MP: 1 or 3		
<p>UNIT 2 - 22 Days Expansion and Reform (1801-1861)</p> <p>Growth and Division (6 days)</p> <ul style="list-style-type: none"> ○ Era of Good Feeling ○ Nationalism/Industrial Revolution ○ Jackson Era ○ Native American Policies <p>Spirit of Reform (7 days)</p> <ul style="list-style-type: none"> ○ Changing Culture ○ Reforming Society ○ Abolitionism <p>Manifest Destiny (7 days)</p> <ul style="list-style-type: none"> ○ Western Settlement ○ Manifest Destiny ○ War with Mexico <p>Review & Assessment (2 days)</p> <ul style="list-style-type: none"> ○ Review ○ Unit II Assessment 	<p>Fabric of a Nation</p> <ul style="list-style-type: none"> ● Period 4 (Modules 4-4 through 4-8) ● Period 5 (Module 5-1) <p>Newsela: Monroe Doctrine</p> <p>Newsela: Jackson Era</p> <p>Newsela: Social Reform</p> <p>Newsela: Manifest Destiny</p> <p>Newsela: Rise of Slavery in America</p> <p>Newsela: Slavery and Southern States</p> <p>Newsela: Compromise of 1850</p> <p>Required Primary/Secondary Sources:</p> <ul style="list-style-type: none"> ● Indian Removal Act ● Ain't I A Woman? ~Sojourner Truth ● Declaration of the Rights of Women ● Autobiography of Frederick Douglass ● Primary/Secondary Perspectives on the Mexican-American War ● Compromise of 1850 	<p><u>Social Studies Standards</u></p> <p>6.1.12.EconET.2.a 6.1.12.CivicsPI.3.a 6.1.12.Civics.PI.3.b 6.1.12.CivicsDP.3.a 6.1.12.CivicsDP.3.b 6.1.12.CivicsDP.3.c 6.1.12.GeoSV.3.a 6.1.12.EconET.3.a 6.1.12.EconGE.3.a 6.1.12.EconNE.3.a 6.1.12.HistoryUP.3.a 6.1.12.HistoryUP.3.b 6.1.12.HistoryCA.3.a 6.1.12.HistoryCA.3.b 6.1.12.HistoryCC.3.a , and</p>
MP: 2 or 4		
<p>UNIT 3 - 22 Days Civil War, Reconstruction, and Gilded Age</p> <p>Civil War Era (10 days)</p> <ul style="list-style-type: none"> ○ Slavery and Westward 	<p>Fabric of a Nation</p> <ul style="list-style-type: none"> ● Period 5 (Modules 5-2 through 5-8) ● Period 6 (Modules 6-1 through 6-10) 	<p><u>Social Studies Standards</u></p> <p>6.1.12.HistoryCA.4.a 6.1.12.EconNE.5.a 6.1.12.EconNE.5.b 6.1.12.CivicsDP.4.a</p>

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<p>Expansion/Causes</p> <ul style="list-style-type: none"> ○ Election of Lincoln ○ The Union Dissolves ○ Major Events ○ Juneteenth <p>Reconstruction (4 days)</p> <ul style="list-style-type: none"> ○ Reconstruction ○ Miners and Ranchers ○ The Plains ○ Native Americans <p>Gilded Age (6 days)</p> <ul style="list-style-type: none"> ○ Rise of Industry ○ Railroads ○ Big Business ○ Unions ○ Immigration ○ Urbanization ○ Social Darwinism ○ Politics of Gilded Age <p>Review & Assessment (2 days)</p> <ul style="list-style-type: none"> ○ Review ○ Unit III Assessment 	<p>Newsela: Causes of the Civil War</p> <p>Newsela: Civil War political cartoons</p> <p>Newsela: Juneteenth</p> <p>Newsela: Reconstruction</p> <p>Newsela: Industrial America: The Gilded Age</p> <p>Newsela: Transcontinental Railroad</p> <p>Newsela: Gilded Age Corruption</p> <p>Newsela: Portraits of Immigrants at Ellis Island</p> <p>Newsela: Social Darwinism and its Effects on the American Mindset</p> <p>Newsela: Interactive Video - Tammany Hall: Controlling New York Politics</p> <p>Newsela: Wilson Profile</p> <p>Required Primary/Secondary Sources:</p> <ul style="list-style-type: none"> ● Biography of John D. Rockefeller ● Gospel of Wealth ● Chinese Exclusion Act ● Boss Tweed Political Cartoons <p>Required Primary/Secondary Sources:</p> <ul style="list-style-type: none"> ● Uncle Tom's Cabin ● Dred Scott Decision ● What to a Slave is the Fourth of July? ● Lincoln-Douglas Debates ● Lincoln's First and Second Inaugural ● Emancipation Proclamation ● Gettysburg Address ● 13th, 14th, 15th Amendments 	<p>6.1.12.CivicsDP.4.b</p> <p>6.1.12.CivicsPR.4.a</p> <p>6.1.12.GeoSV.4.a</p> <p>6.1.12.GeoPP.4.a</p> <p>6.1.12.EconET.4.a</p> <p>6.1.12.EconNE.4.a</p> <p>6.1.12.HistoryCC.4.a</p> <p>6.1.12.HistoryUP.4.a</p> <p>6.1.12.HistoryUP.4.b</p> <p>6.1.12.HistoryCC.4.b</p> <p>6.1.12.HistoryCA.4.c</p>
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United States History I Honors

MP: 2 or 4		
<p>UNIT 4 - 20 Days Progressivism, Imperialism, and WWI</p> <p>Becoming a World Power (Imperialism) (6 days)</p> <ul style="list-style-type: none"> ○ Becoming a world power ○ Alaska/Hawaii ○ Asia (China/Japan/Philippines) ○ Spanish-American War ○ New American Diplomacy <p>The Progressive Movement (6 days)</p> <ul style="list-style-type: none"> ○ Roots of Progressivism ○ Roosevelt and Taft ○ Wilson Years <p>WWI (6 days)</p> <ul style="list-style-type: none"> ○ Causes of WWI ○ United States enters WWI ○ The homefront ○ The wars impact <p>Review & Assessment (2 days)</p> <ul style="list-style-type: none"> ○ Review ○ Unit IV Assessment 	<p>Fabric of a Nation</p> <ul style="list-style-type: none"> ● Period 7 (Modules 7-1 through 7-5) <p>Newsela: US/Philippines Relations (1898)</p> <p>Newsela: Annexation of Hawaii</p> <p>Newsela: Open Door Policy</p> <p>Newsela: Spanish-American War</p> <p>Newsela: Roosevelt Corollary and Latin America</p> <p>Newsela: Outbreak of WWI</p> <p>Newsela: WWI as America's First Total War</p> <p>Newsela: WWI at Home</p> <p>Newsela: WWI Isolationism</p> <p>Required Primary/Secondary Sources:</p> <ul style="list-style-type: none"> ● Selections from <i>The Jungle</i> by Upton Sinclair ● Jacob Riis <i>How the Other Half Lives</i> ● Roosevelt Corollary ● Treaty of Paris 1898 ● Zimmerman Telegram ● Woodrow Wilson 14 Points ● Treaty of Versailles 	<p><u>Social Studies Standards</u></p> <p>6.1.12.HistoryCC.6.a 6.1.12.EconNE.8.a 6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a 6.1.12.GeoHE.6.a 6.1.12.EconNE.6.a 6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.d 6.1.12.HistoryCA.6.a 6.1.12.GeoGM.6.a 6.1.12.HistoryCC.6.c 6.1.12.CivicsDP.7.a 6.1.12.EconNM.7.a 6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a</p>