

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

United States I College Prep History Course Syllabus

Updated: June 2024

Course Overview:

This course includes a survey of United States History from the colonial period (1607) to the expansion of American industry (approximately 1900). The class will examine significant geographic, economic, political, and social events of American history. Class time involves teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, skill development and creative projects. The class will strive to meet the New Jersey Student Learning Standards mission of providing learners with the “knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.”

The course content below follows the [New Jersey Student Learning Standards for Social Studies](#).

Course Content and Outline:

	Timeline and Topics	NJSLS
Unit 1: Colonization-Constitution (1607-1791)	(1) England’s American Colonies (1607-1754) (2) American Revolution (1754-1783) (3) Establishing the New Nation (1781-1789)	1. 6.1.12.CivicsPI.1.a 2. 6.1.12.CivicsPD.1.a 3. 6.1.12.GeoGI.1.a 4. 6.1.12.EconGE.1.a 5. 6.1.12.HistoryCC.1.a 6. 6.1.12.CivicsPI.2.a 7. 6.1.12.CivicsPD.2.a 8. 6.1.12.EconEM.2.a 9. 6.1.12.HistoryCC.2.a 10. 6.1.12.HistoryCC.2.b 11. 6.1.12.HistoryUP.2.a 12. 6.1.12.HistoryUP.2.b 13. 6.1.12.HistoryUP.2.c

		<ul style="list-style-type: none"> 14. 6.1.12.HistorySE.2.a 15. 6.1.12.HistoryCA.2.a
Unit 2: Washington-Jackson (1788-1836)	(1) Early Republic (1789-1855)	<ul style="list-style-type: none"> 1. 6.1.12.CivicsPI.2.b 2. 6.1.12.CivicsPR.2.a 3. 6.1.12.GeoPP.2.a 4. 6.1.12.GeoPP.2.b 5. 6.1.12.EconEM.2.b 6. 6.1.12.EconEM.2.c 7. 6.1.12.HistorySE.2.a 8. 6.1.12.HistoryCA.2.a 9. 6.1.12.CivicsPI.3.a 10. 6.1.12.Civics.PI.3.b 11. 6.1.12.CivicsDP.3.b 12. 6.1.12.CivicsDP.3.c 13. 6.1.12.GeoSV.3.a 14. 6.1.12.EconET.3.a 15. 6.1.12.EconGE.3.a 16. 6.1.12.HistoryUP.3.a 17. 6.1.12.HistoryUP.3.b 18. 6.1.12.HistoryCA.3.a 19. 6.1.12.HistoryCA.3.b
Unit 3: Manifest Destiny-Civil War (1836-1865)	<ul style="list-style-type: none"> (1) Reshaping America in the Early 1800s (1800-1860) (2) Sectional Divisions and the Civil War (1846-1865) 	<ul style="list-style-type: none"> 1. 6.1.12.CivicsDP.3.a 2. 6.1.12.GeoSV.3.a 3. 6.1.12.EconNE.3.a 4. 6.1.12.HistoryUP.3.a 5. 6.1.12.HistoryUP.3.b 6. 6.1.12.HistoryCA.3.a 7. 6.1.12.HistoryCC.3.a 8. 6.1.12.CivicsDP.4.b 9. 6.1.12.CivicsPR.4.a 10. 6.1.12.GeoSV.4.a 11. 6.1.12.EconET.4.a 12. 6.1.12.EconNE.4.a 13. 6.1.12.HistoryCC.4.a 14. 6.1.12.HistoryUP.4.b 15. 6.1.12.HistoryCC.4.b
Unit 4: Reconstruction-Industrialization (1865-1900)	<ul style="list-style-type: none"> (1) Reconstruction (1865-1877) (2) Challenges in the Late 1800s (1865-1900) (3) Industry and Immigration (1865-1900) 	<ul style="list-style-type: none"> 1. 6.1.12.CivicsDP.4.a 2. 6.1.12.GeoPP.4.a 3. 6.1.12.HistoryCC.4.a

		4. 6.1.12.HistoryUP.4.a 5. 6.1.12.HistoryCA.4.c 6. 6.1.12.CivicsDP.5.a 7. 6.1.12.EconEM.5.a 8. 6.1.12.GeoPP.5.a 9. 6.1.12.GeoHE.5.a 10. 6.1.12.EconEM.5.a 11. 6.1.12.HistoryNM.5.a 12. 6.1.12.HistoryNM.5.b 13. 6.1.12.HistoryCC.5.a 14. 6.1.12.HistoryUP.5.a 15. 6.1.12.HistoryCA.5.a
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Course Expectations and Skills

1. Actively engage in studying current events.
2. Embrace a global perspective.
3. Consider multiple perspectives to evaluate issues of the past and today.
4. Analyze and interpret historical events of the past in light of contemporary history.
5. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
6. Develop skills in reading comprehension, research, communication and technology.
7. Gain practice to succeed on standardized testing such as ACT, SAT, NJSLA and ASVAB.
8. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
9. Develop skills in note-taking both from lecture and independently from resources.
10. Utilize technology to refine 21st century skills through database research and multimedia presentations.

Materials Needed

- Chromebook
- Notebook and/or three-ring binder with lined paper (as needed)
- Daily planner/Student organizer
- Pen or pencil

Resources

United States History - Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, Alan Taylor (Pearson, 2016)

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 35%
- Minor Assessments: 25%
- Classwork/Participation: 40%

Teacher Information

TBA

Black Horse Pike Regional School District

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US I History College Prep Unit #1

Colonization-Constitution

Updated: June 2024

Unit Overview:

As other European powers rushed to colonize the Americas, England lagged behind. But in the early 1600s, English settlers arrived, seeking opportunity or religious freedom. By the mid-1700s, England had strengthened its grip on much of the Atlantic coast of North America. There, three distinct regions developed, each shaped by geographic, social, and economic factors but all sharing an emerging American identity.

By the 1700s, Britain, France and Spain all held land in North America. While Spain focused its colonization efforts in the south and west, France and Britain competed along the Atlantic seaboard and in the Mississippi and Ohio River valleys. Both France and Britain depended on trade and resources from North America to sustain their empires. By mid-century, the rivalry between the two would turn into war in Europe as well as in the Americas. The outcome of their conflict would also plant the seeds for a more pivotal conflict—the American Revolution.

The Continental Congress approved the Declaration of Independence on July 4, 1776. The war would not end until 1783, with the signing of the Treaty of Paris. During that time, a new republic had been born, distinct from the monarchies and aristocracies of Europe. How, then, would the new nation be governed? What role would that government play in the lives of its citizens and in the thirteen distinct colonies that had become states?

Essential Questions

England's American Colonies

1. What motivated people to settle the eventual 13 British colonies?
2. How did the British and Dutch colonies compare and contrast with one another?
3. What institutions existed throughout the 13 British colonies?
4. What continuities and changes emerged as the British colonies developed throughout the 18th century?

American Revolution

Enduring Understandings

England's American Colonies

1. Settlers seeking religious freedom and wealth established colonies in what became the United States.
2. Great ethnic and religious diversity developed in the English and Dutch colonies.
3. Both slavery and representative government spread throughout the colonies.
4. Although regional differences developed, the colonies shared many political traditions and were influenced by new religious

<ol style="list-style-type: none"> 5. Why did new tensions emerge between the British and the colonists during the mid-18th century? 6. What caused the American Revolution? 7. How did the colonial leaders justify declaring independence? 8. What were the major effects of the American Revolution? <p>Establishing the New Nation</p> <ol style="list-style-type: none"> 9. What type of government did the Founding Fathers initially seek to create in the United States? 10. How did compromise eventually lead to the creation of the Constitution? 11. When and how did the states eventually ratify the Constitution? 	<p>and political ideas.</p> <p>American Revolution</p> <ol style="list-style-type: none"> 5. British victory in the French and Indian War created new tensions between Britain and the colonists. 6. Parliamentary efforts to raise revenue in America alienated many colonists and inspired protests. 7. Political tensions led to war and a Declaration of Independence. 8. The Patriots' victory in the war brought change to the United States and the world. <p>Establishing the New Nation</p> <ol style="list-style-type: none"> 9. The Articles of Confederation created a weak national government. 10. Delegates to the Federal Convention settled their differences and agreed to a new constitution. 11. After the creation of a Bill of Rights, 11 states ratified the Constitution.
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs -Social Studies
<p>England's American Colonies</p> <ol style="list-style-type: none"> 1. Explain why England wanted colonies and how they were planned. 2. Describe how Jamestown was settled, why the colony struggled, and how it survived. 3. Explain the relationship between American Indians and settlers in the Southern Colonies. 4. Discuss how Maryland, the Carolinas, and Georgia were settled. 5. Explain why some Puritans left England. 6. Explore how English traditions influenced the development of colonial governments. 7. Explain the relationship among the British colonists, the French, and the American Indians in the mid-eighteenth century. 8. Describe the colonists' political heritage. 9. Explain how Dutch New Netherland became English New York. 10. Recognize the importance of religious and ethnic diversity in the Middle Colonies. 11. Compare and contrast differences in the social structure of the three major colonial regions. 	<ol style="list-style-type: none"> 1. 6.1.12.CivicsPI.1.a 2. 6.1.12.CivicsPD.1.a 3. 6.1.12.GeoGI.1.a 4. 6.1.12.EconGE.1.a 5. 6.1.12.HistoryCC.1.a 6. 6.1.12.CivicsPI.2.a 7. 6.1.12.CivicsPD.2.a 8. 6.1.12.EconEM.2.a 9. 6.1.12.HistoryCC.2.a 10. 6.1.12.HistoryCC.2.b 11. 6.1.12.HistoryUP.2.a 12. 6.1.12.HistoryUP.2.b 13. 6.1.12.HistoryUP.2.c 14. 6.1.12.HistorySE.2.a 15. 6.1.12.HistoryCA.2.a

12. Explore how English traditions influenced the development of colonial governments.
13. Describe the importance of religious and ethnic diversity in the Middle Colonies.
14. Explain how European immigration to the colonies changed between the late 1600s and 1700s.
15. Recognize the development of slavery in the colonies.
16. Describe the economic relationship between England and its colonies.
17. Compare and contrast differences in the social structure of the three major colonial regions.
18. Explore how English traditions influenced the development of colonial governments.
19. Explain how the ideas of the Enlightenment shaped the colonists' worldview.
20. Describe how the Great Awakening affected colonial society.

American Revolution

21. Explain the relationship among the British colonists, the French, and the American Indians in the mid-eighteenth century.
22. Describe the causes and major events of the French and Indian War.
23. Identify the causes and effects of Pontiac's Rebellion.
24. Summarize how the wars and their outcomes changed the relationship between Britain and the colonies.
25. Describe the colonists' political heritage.
26. Explain the colonists' reaction to new taxes.
27. Describe the methods the colonists used to protest British taxes.
28. Summarize how the colonists reacted to the Townshend Acts.
29. Explain why fighting broke out to begin the American Revolution and the response of the Second Continental Congress.
30. Describe the Loyalists' view of the Patriots.
31. Identify the impact of Thomas Paine's Common Sense.
32. Assess why Congress declared independence and the ideas underlying the Declaration of Independence.
33. Explain the advantages the British held at the start of the war and the mistakes they made by underestimating the Patriots.
34. Describe the war in the Middle States and Frontier.
35. Describe how the British were finally defeated and the terms of the Peace Treaty.
36. Understand how the Revolution affected Americans and people worldwide.

Establishing the New Nation

37. Explain how the states' new constitutions reflected republican ideals.
38. Describe the structure and powers of the national government under the Articles of Confederation.

<p>39. Summarize the Congress’s plan for the settlement and governance of western lands.</p> <p>40. Understand why tensions with foreign countries revealed the weakness of the U.S. government.</p> <p>41. List the main weaknesses of the Articles.</p> <p>42. Understand the reasons leaders called for the Constitutional Convention.</p> <p>43. Summarize the rival plans of government proposed at the convention.</p> <p>44. Describe the compromises made in order to reach agreement on the Constitution.</p> <p>45. Summarize the arguments for and against ratification of the Constitution.</p> <p>46. Describe how the Constitution was ratified.</p> <p>47. Explain the principles of the Constitution.</p>	
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Establishment of the British Colonies Presentation & Guided Notes ● Jamestown Settlement and the “Starving Time” Source Activity ● The English Conquistadors Flipped Video ● Problems Faced by Jamestown Interactive Gallery ● The Founding of Georgia Interactive Gallery ● ‘Did Pocahontas Save John Smith’s Life?’ Source Analysis ● The First Thanksgiving Painting Analysis ● Massachusetts Seeds New England Flipped Video ● Colonial Conflicts in New England Interactive Chart ● Puritan Values and Society Interactive Gallery ● Plymouth Plantation 3-D Model ● Diversity in the Middle Colonies Flipped 	<ul style="list-style-type: none"> ● <i>United States History</i> - Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, Alan Taylor (Pearson, 2016) ● <i>A Queer History of the United States for Young People</i>, Richie Chevat, 2019 ● “Jamestown and the ‘Starving Time’” Actively Learn article (secondary source) ● <i>The Generall Historie of Virginia</i>, John Smith, 1624 (primary source) ● ‘A True Relation,’ John Smith, 1608 (primary source) ● <i>The Great Rogue: A Biography of Captain John Smith</i>, Paul Lewis, 1966 (secondary source) ● <i>The American Dream of Captain John Smith</i>, J.A. Leo Lemay, 1991 (secondary source) ● ‘Identity in the Colonies: What is the American?’ Actively Learn article (secondary source) 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle ● Pearson Realize

Video

- 'Identity in the Colonies: What is the American?' Source Activity
- Middle Colonies Interactive Gallery
- Middle Passage Flipped Video
- Africans Become African Americans Interactive Gallery
- Diversity of the 13 Colonies Interactive Map
- 13 Colonies Map Game
- Slavery in the British Colonies Source Analysis
- *Interesting Narrative of the Life of Olaudah Equiano* Analysis
- [National Museum of the American Indian Activity: We Have a Story to Tell: Native Peoples of the Chesapeake Region](#)
- Colonial Regions Develop Flipped Video
- Comparing the English Colonies Interactive Map
- A New Kind of Society Interactive Gallery
- The Colonial Thought-World Flipped Video
- [Zinn Project: The Color Line Activity](#)
- Roots of Democracy Interactive Gallery
- Freedom of the Press Interactive Gallery
- Life in Colonial America Diary Entry
- [National Museum of African American History and Culture Learning Lab: Slavery in Colonial America](#)
- Battles of the French & Indian War Interactive Map
- French & Indian War Video & Map Activity
- Causes (and Effects) of the American Revolution Presentation & Guided Notes

- *Interesting Narrative of the Life of Olaudah Equiano*, Olaudah Equiano, 1789 (primary source)
- "The Case of Capt. Preston of the 29th Regiment," *Public Advertiser* (London), 1770 (primary source)
- Sworn Testimony of Samuel Drowne, 1770 (primary source)
- "Give Me Liberty or Give Me Death!" Patrick Henry, 1775 (primary source)
- *Common Sense*, Thomas Paine, 1776 (primary source)
- *Declaration of Independence*, 1776 (primary source)
- Excerpts from *A narrative of some of the adventures, dangers, and sufferings of a Revolutionary soldier, interspersed with anecdotes of incidents that occurred within his own observation*, Joseph Plumb Martin, 1830 (primary source)
- 'The True Interest of America Impartially Stated,' Charles Inglis, 1776 (primary source)
- Anonymous letter in a Pennsylvania Newspaper, 1775 (primary source)
- "A Revolutionary War Hero," Washington Post, 2019 (secondary source)
- "Revolutionary Sexualities and Early National Genders," Rachel Hope Cleves, 2018 (secondary source)
- "Colonial North America (1600s-1700s)," Richard Godbeer, 2018 (secondary source)
- "Extermination of the Joyas: Gendercide in Spanish California," Deborah Miranda, 2010 (secondary source)
- "Sexual and Gender Diversity in Native America and the Pacific Islands," Will

- Irreconcilable Differences Flipped Video
- Important People of the American Revolution Interactive Gallery
- American Revolution LGBTQ Analysis
- His Horse “America” Throwing His Master Interactive Cartoon
- “Give Me Liberty or Give Me Death” Source Analysis
- Boston Massacre Source Analysis
- Causes of the Revolution Google Slides Assessment
- Causes of the Revolution Netflix Documentary Creation
- *Common Sense* Analysis
- From Revolt to Declaring Independence Flipped Video
- *Declaration of Independence* Group Work & Analysis
- Major Events of the American Revolution Presentation & Guided Notes
- Joseph Plumb Martin Source Analysis
- Loyalists Source Analysis
- Winning the Revolution Flipped Video
- [National Museum of African American History and Culture Learning Lab: Atlantic Revolutions](#)
- Advantages & Disadvantages of the British and Colonists Interactive Chart
- Turning Points of the American Revolution Interactive Timeline
- North America, 1775-1783 Interactive Map
- Revolutionary War ‘Wanted Poster’ Project
- “Remember the Ladies” Source Analysis
- [Finding Freedom: African Americans During the American Revolution Interactive Exhibit](#)

- Roscoe, 2016 (secondary source)
- “Remember the Ladies,” Abigail Adams, 1776 (primary source)
 - *Articles of Confederation*, 1777 (primary source)
 - ‘Northwest Ordinance,’ 1787 (primary source)
 - Excerpt about Shays’s Rebellion from *The American Vision*, 2003 (secondary source)
 - Letter by Thomas Jefferson on Shays’s Rebellion, 1787 (primary source)
 - “How Did the Constitution Guard Against Tyranny?” The DBQ Project, 2009 (secondary source)
 - *Constitution of the United States of America*, 1787 (primary source)
 - *Federalist Paper #51*, James Madison, 1788 (primary source)
 - *Federalist Paper #47*, James Madison, 1788 (primary source)
 - *Anti-Federalist Papers*, 1788 (primary source)
 - *Bill of Rights*, 1791 (primary source)

- Articles of Confederation Presentation & Guided Notes
- Creating a New Government Flipped Video
- The Northwest Territory Interactive Gallery
- Northwest Ordinance Source Analysis
- Trade with Great Britain Interactive Chart
- ['When Women Lost the Vote: A Revolutionary Story, 1776 – 1807' Virtual Exhibit](#)
- Shays's Rebellion Source Analysis
- The Rival Plans of Government Flipped Video
- Delegates at the Constitutional Convention Interactive Gallery
- The Great Compromise Interactive Chart
- [Zinn Project: Rethinking the U.S. Constitutional Convention: A Role Play](#)
- Constitution WebQuest
- Constitution DBQ
- Preamble of the Constitution Discussion & Re-Write
- Federalists and Anti-Federalists Flipped Video
- Viewpoints on Ratification Interactive Chart
- The Federal System Interactive Chart
- Alien Bill of Rights Project
- Electoral College Discussion & Analysis

Folder of Lesson Resources

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)

- [Gifted and Talented](#)

Assessments:

Formative	Summative
<ul style="list-style-type: none"> • Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • Analysis of/response to primary & secondary sources • Pearson Realize assignments • EDpuzzle videos • Actively Learn Articles 	<ul style="list-style-type: none"> • Topic Vocabulary Quizzes • Causes of the Revolution Netflix Documentary • Revolutionary War Wanted Poster • American Revolution Assessment - major assessment • Bill of Rights Assessment • Establishing the New Government Assessment - major assessment • First Marking Period Quarterly Exam - major assessment

Interdisciplinary Connections

English Language Arts

- RI.CR.9–10.1 Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2 Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.PP.9–10.5 Perspective and Purpose: Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6 Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7 Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8 Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9 Distinguish between correlation and causation
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences

- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 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
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

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US I History College Prep Unit #2

Washington-Jackson

Updated: June 2024

Unit Overview:

The new nation quickly established enduring political traditions and institutions. Disagreements about the role and scope of the government led to the emergence of political parties, while tensions emerged between the states and the federal government, and between the northern and southern sections of the country. The pace of change quickened after the War of 1812, as the industrial revolution transformed Americans' lives, and Jacksonian Democracy expanded the electorate.

By 1800, Americans could look back on a decade of successful constitutional government. Many must have compared the achievements of the new government to the way the government had functioned under the Articles of Confederation. Thomas Jefferson became the nation's third President in 1801. The Jefferson administration set out to do things quite differently from its Federalist predecessors, leading a profound legacy for the country to follow. With its variety of causes and goals, the War of 1812 aroused great debate and controversy. However, when the war was over, Americans viewed themselves and their nation in a new light.

Innovations in technology and transportation brought about great change to the nation's economy. The causes for this change were as varied as the effects. Industrialization in the Northeast altered the very structure of society. Meanwhile, a boom in cotton production deepened the South's commitment to slavery. The two sections of the country were traveling down different paths—a divergence that increasingly complicated politics in the United States. Two powerful forces shaped the United States in the early 1800s: nationalism and sectionalism. While nationalism encouraged patriotism and expansion, sectionalism threatened to tear the nation apart. Andrew Jackson came to embody a movement that widened American democracy by extending voting rights. Jackson is one of the few historical figures whose name has been used to identify a political transformation in American history.

Essential Questions

Early Republic: Washington & Adams

1. In what ways did George Washington and John Adams shape the government of the United States?

Early Republic: Jefferson

Enduring Understandings

Early Republic: Washington & Adams

1. Washington's presidency created a firm foundation for the new republic.

Early Republic: Jefferson

<p>2. How did the Supreme Court establish the power of the Court for all time?</p> <p>Early Republic: War of 1812</p> <p>3. How did foreign affairs contribute to the growth of American political power?</p> <p>Early Republic: Nationalism vs. Sectionalism</p> <p>4. In what ways did technology revolutionize both industry and transportation in the United States?</p> <p>5. How did the rise of industrialization and growth of cities lead to more sectional division in the United States?</p> <p>6. How did the United States develop a national culture during the 'Era of Good Feelings'?</p> <p>Early Republic: Jackson</p> <p>7. What were the major long-lasting effects of the 'Age of Jackson'?</p>	<p>2. The power of the Supreme Court to interpret the Constitution was established during Jefferson's presidency.</p> <p>Early Republic: War of 1812</p> <p>3. The War of 1812 divided Americans but the outcome encouraged American national confidence.</p> <p>Early Republic: Nationalism vs. Sectionalism</p> <p>4. An industrial revolution and improvements in transportation changed Americans' lives in the early 1800s.</p> <p>5. Sectional differences increased as Northern and Southern economic systems diverged in the 1800s.</p> <p>6. Nationalism shaped U.S. culture and politics in the early 1800s.</p> <p>Early Republic: Jackson</p> <p>7. Andrew Jackson expanded the nation's concept of democracy.</p>
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLs -Social Studies
<p>Early Republic: Washington & Adams</p> <p>1. Describe how Washington's administration built the federal government.</p> <p>2. Summarize Hamilton's plans for the economy and the opposition to them.</p> <p>3. Describe American relations with Britain, France, and Spain.</p> <p>4. Interpret how the political parties' debates over foreign policy further divided them.</p> <p>Early Republic: Jefferson</p> <p>5. Identify the importance of the Louisiana Purchase.</p> <p>6. Understand Jefferson's foreign policies.</p> <p>7. Describe American relations with Britain, France, and Spain.</p> <p>8. Explain the impact of John Marshall's tenure as Chief Justice of the United States.</p> <p>Early Republic: War of 1812</p> <p>9. Identify the events that led to the War Hawks' call for war.</p> <p>10. Explain how territorial expansion brought Americans into conflict with the British and with American Indians.</p> <p>11. Interpret how the political parties' debates over foreign policy further divided them.</p> <p>Early Republic: Nationalism vs. Sectionalism</p>	<p>1. 6.1.12.CivicsPI.2.b</p> <p>2. 6.1.12.CivicsPR.2.a</p> <p>3. 6.1.12.GeoPP.2.a</p> <p>4. 6.1.12.GeoPP.2.b</p> <p>5. 6.1.12.EconEM.2.b</p> <p>6. 6.1.12.EconEM.2.c</p> <p>7. 6.1.12.HistorySE.2.a</p> <p>8. 6.1.12.HistoryCA.2.a</p> <p>9. 6.1.12.CivicsPI.3.a</p> <p>10. 6.1.12.Civics.PI.3.b</p> <p>11. 6.1.12.CivicsDP.3.b</p> <p>12. 6.1.12.CivicsDP.3.c</p> <p>13. 6.1.12.GeoSV.3.a</p> <p>14. 6.1.12.EconET.3.a</p> <p>15. 6.1.12.EconGE.3.a</p> <p>16. 6.1.12.HistoryUP.3.a</p> <p>17. 6.1.12.HistoryUP.3.b</p> <p>18. 6.1.12.HistoryCA.3.a</p> <p>19. 6.1.12.HistoryCA.3.b</p>

<p>12. Summarize the key developments in the transportation revolution of the early 1800s.</p> <p>13. Explain the rise of industry in the United States in the early 1800s.</p> <p>14. Describe some of the leading inventions and industrial developments in the early 1800s.</p> <p>15. Understand why industrialization took root in the northern part of the United States.</p> <p>16. Describe the impact of industrialization on northern life.</p> <p>17. Explain the reasons that agriculture and slavery became entrenched in the South.</p> <p>18. Identify the causes and effects of nationalism on domestic policy during the years following the War of 1812.</p> <p>19. Describe the impact of nationalism on the nation's foreign policy.</p> <p>20. Summarize the struggle over the issue of slavery as the nation grew.</p> <p>21. Summarize the settlement and development of the Spanish borderlands.</p> <p>22. Identify the causes and challenges of westward migration.</p> <p>Early Republic: Jackson</p> <p>23. Describe the movement toward greater democracy under Andrew Jackson.</p> <p>24. Understand the significance of the debate over tariffs and the idea of nullification.</p> <p>25. Summarize the key events of the conflict over the second Bank of the United States in the 1830s.</p> <p>26. Describe the political environment in the United States after Andrew Jackson.</p>	
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Unit Resources:		
Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● Flipped Video: Washington's Administration ● Who Was George Washington? Source Activity ● 'Life in the New Nation' Prezi & Guided Notes ● Before and After: The United States in 1789 and 2014 Activity ● Hamilton vs. Jefferson Source Analysis ● Hamilton vs. Jefferson Activity & Analysis of <i>Hamilton: An American</i> 	<ul style="list-style-type: none"> ● <i>United States History</i> - Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, Alan Taylor (Pearson, 2016) ● <i>A Queer History of the United States for Young People</i>, Richie Chevat, 2019 ● 'Who Was George Washington?' Actively Learn article (secondary source) ● Excerpt about Hamilton & Jefferson from <i>The Americans: Beginnings to</i> 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle ● Pearson Realize

Musical

- Federalists Versus Republicans Interactive Chart
- Washington's Farewell Address Discussion
- Election of 1800 Source Activity
- [Marbury vs. Madison Nearpod](#)
- [National Museum of African American History and Culture Learning Lab: The Documents of the Early Republic](#)
- Jefferson's Presidency Flipped Video
- Louisiana Purchase Source Analysis
- On the Trail with Lewis and Clark Interactive Gallery
- Lewis & Clark Source Analysis
- The Embargo Act of 1807 Interactive Cartoon
- 'Convictions of Thomas Jefferson' History Lab
- The War of 1812 Flipped Video
- The War of 1812 Interactive Map
- Is War Against Great Britain Justified Interactive Chart
- [National Museum of African American History and Culture Learning Lab: African Americans and the War of 1812](#)
- The Era of Good Feelings & the Two-Party System Source Activity
- The Industrial Revolution Flipped Video
- Major Canals, Roads, and Railroads, 1840-1850 Interactive Map
- Early 19th Century Textile Mill 3-D Model
- The Lowell System Interactive Illustration
- North and South Flipped Video
- Immigration to the United States, 1820-1850 Interactive Graph
- The Closed World of the Plantation Interactive Gallery
- The Cotton Gin 3-D Illustration

1914, Holt McDougal, 2015 (secondary source)

- Letter from Hamilton to Washington, 1792 (primary source)
- Letter from Jefferson to Washington, 1792 (primary source)
- Lyrics from *Hamilton: An American Musical*, Lin Manuel-Miranda, 2015 (secondary source)
- George Washington's "Farewell Address," 1796 (primary source)
- 'The Election of 1800' Actively Learn article (secondary source)
- "Purchase of Louisiana" editorial in *New York Evening Post*, Alexander Hamilton, 1803 (primary source)
- Letters between Rufus King & Timothy Pickering regarding the Louisiana Purchase, 1803-1804 (primary sources)
- Letter from Jefferson to Meriwether Lewis, 1803 (primary source)
- Diary entry of Meriwether Lewis, 1806 (primary source)
- "Tribal Culture Clash," Margo Roosevelt, *Time Magazine*, 2002 (secondary source)
- Diary entries of William Clark, 1806 (primary source)
- Speech from Lewis & Clark to the Otoe Indians, 1804 (primary source)
- Reporter's account of Jefferson's inauguration, 1801 (primary source)
- Letter from Jefferson to Edward Coles, 1814 (primary source)
- Letter from Jefferson to José Corrêa da Serra, 1817 (primary source)
- Memoirs of Madison Hemmings, 1873 (primary source)
- Letter from Jefferson to Wilson Cary Nicholas, 1803 (primary source)

- [National Museum of African American History and Culture Learning Lab: The Business of Slavery and the North](#)
- Nationalism after 1812 Flipped Video
- American Art of the Mid-1800s Interactive Gallery
- Key Cases of the Marshall Court Interactive Chart
- Missouri Compromise Simulation & Coloring Activity
- Monroe Doctrine Video & Political Cartoon Analysis
- [Age of Jackson Prezi](#) & Guided Notes
- How Did Andrew Jackson Change America During His Time as President? Source Activity
- Life of Andrew Jackson Flipped Video
- The Trail of Tears Interactive Timeline
- Andrew Jackson Source Analysis
- 'Who Should Replace Andrew Jackson on the \$20 Bill?' Project
- Evaluate Andrew Jackson's Actions Interactive Chart
- [Zinn Project: Andrew Jackson and the "Children of the Forest"](#)
- [Zinn Project: The Cherokee/Seminole Removal Role Play](#)

Folder of Lesson Resources

- 'The Era of Good Feelings & the Two-Party System' Actively Learn article (secondary source)
- Missouri Compromise, 1820 (primary source)
- Monroe Doctrine, 1823 (primary source)
- *The American Nation: A History of the U.S.*, John Garraty, 1995 (secondary source)
- 'How Did Andrew Jackson Change America During His Time as President?' Actively Learn article (secondary source)
- James Ford Rhodes on the Nullification Crisis, 1913 (secondary source)
- *American Lion: Andrew Jackson in the White House*, Jon Meacham, 2009 (secondary source)
- *The Course of American Freedom: 1822-1832*, Robert Remini, 2013 (secondary source)
- *The Long Bitter Trail: Andrew Jackson and the Indians*, Anthony F.C. Wallace, 1993 (secondary source)
- "The Worth of Andrew Jackson," Daniel Feller, *U.S. News & World Report*, 2016 (secondary source)
- *Life of Andrew Jackson*, James Parton, 1888 (secondary source)
- *Democracy in America*, Alexis de Tocqueville, 1835 & 1840 (primary source)

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:

Formative

- Daily warm-up questions & discussion
- Daily exit checks
- Unit vocabulary assignments
- Whole-class discussion during content lectures
- Analysis of/response to primary & secondary sources
- Pearson Realize assignments
- EDpuzzle videos
- Actively Learn Articles

Summative

- Topic Vocabulary Quizzes
- Convictions of Jefferson History Lab Project
- First Three Presidencies Assessment - major assessment
- 'Who Should Replace Andrew Jackson on the \$20 Bill?' Project
- Madison, Monroe, & Jackson Assessment - major assessment
- Second Marking Period Quarterly Exam - major assessment

Interdisciplinary Connections

English Language Arts

- RI.CR.9–10.1 Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2 Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.PP.9–10.5 Perspective and Purpose: Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6 Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7 Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
- RI.CT.9–10.8 Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9 Distinguish between correlation and causation
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience
- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a. Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a.Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 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
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

US I History College Prep Unit #3

Manifest Destiny-Civil War

Updated: June 2024

Unit Overview:

The United States underwent dramatic changes in the first half of the nineteenth century. Americans began moving in large numbers west across the Great Plains. They headed south to Texas and west to Oregon, Utah, and California. By 1850, the United States had gained the Southwest from Mexico and divided the Oregon Territory with Great Britain. During the first half of the nineteenth century, Americans also experienced a religious revival, known as the Second Great Awakening. These Americans put their religious ideals to practice by working to reshape, or reform, aspects of American society.

By the time the Civil War began in 1861, slavery had been an issue in American politics for decades. States that permitted slavery competed with those that did not for influence in the federal government. Deals like the Missouri Compromise of 1820 helped avoid conflict by maintaining a balance between the two sides. However, as the United States expanded across the continent, the conflict over whether to permit slavery in the new territories heated up and compromise eventually proved impossible.

Essential Questions	Enduring Understandings
<p>Reshaping America in the Early 1800s</p> <ol style="list-style-type: none">1. In the Early to mid 19th Century, how did Americans fulfill their need to find new opportunities, achieve religious freedom and pursue the idea of Manifest Destiny?2. As the United States and its people expanded territorial control to the Pacific Ocean by the mid-1850s, what effect did it have on those people and those already living in the areas?3. What impact did the Second Great Awakening have on Americans in the early 1800s? <p>Sectional Divisions and the Civil War</p> <ol style="list-style-type: none">4. In what way did the government respond to growing tension	<p>Reshaping America in the Early 1800s</p> <ol style="list-style-type: none">1. In the mid-1800's, Americans moved west to find new opportunities, religious freedom, and to fulfill the idea of manifest destiny.2. The United States expanded to the Pacific Ocean by the mid-1850s, negatively affecting some of the people already living in the new areas.3. The Second Great Awakening spurred people to work for reform in a variety of areas, including better schools, the abolition of slavery, and rights for women. <p>Sectional Divisions and the Civil War</p>

<p>between the different regions of the country in regards to the issue of slavery?</p> <ol style="list-style-type: none"> Although they may have been well intended, what effect did government efforts to resolve the question of slavery have on the country? <p>Civil War</p> <ol style="list-style-type: none"> What impact did the election of Abraham Lincoln have in the 1860 election? What was the purpose of the Emancipation Proclamation? What effect did the Civil War have on the Homefront in both the North and the South? What events/battles during the war are considered turning points of the Union Victory and why? What effect did the Union victory in the Civil War have in the short and long term of American History? 	<ol style="list-style-type: none"> Congressional debates over the expansion of slavery led to the Compromise of 1850, which only increased tension and outraged abolitionists. Events like the Missouri Compromise, Kansas-Nebraska Act, the Dred Scot decision and Harpers Ferry inflamed tensions and even provoked violence within the United States. <p>Civil War</p> <ol style="list-style-type: none"> Lincoln's victory in the presidential election of 1860 led to the secession of the southern states and the outbreak of war. The Emancipation Proclamation freed enslaved people in rebel states and added a moral dimension to the Union cause. The war created unexpected conditions on the battlefield and transformed civilians' lives in both North and South. Union victories at Vicksburg and Gettysburg in July 1863 turned the tide in favor of the north. The Civil War, which ended with the Confederacy's defeat and the abolition of slavery, had long lasting effects on economic, social and political life.
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Unit Learning Targets/Goals/Outcomes:	
Learning Target	NJSLS -Social Studies
<p>Reshaping America in the Early 1800s</p> <ol style="list-style-type: none"> Explain the concept of Manifest Destiny and how it influenced westward expansion. Describe the causes and challenges of westward migration. Identify the discrimination that some religious groups suffered from in the mid-1800s. Describe how Texas was settled and how it won independence from Mexico. Explain the debate around the annexation of Texas. Identify the causes and outcome of the Mexican-American War. Understand how the Mexican-American War helped the United States achieve the goal of Manifest Destiny. Identify the causes and effects of the California Gold Rush. Recognize why slavery in the territories was a divisive issue between North and South and how Congress tried to settle the issue in 1850. Explain how the Second Great Awakening affected the United States. Articulate the goals and methods of the public school movement. 	<ol style="list-style-type: none"> 6.1.12.CivicsDP.3.a 6.1.12.GeoSV.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.HistoryCC.3.a 6.1.12.CivicsDP.4.b 6.1.12.CivicsPR.4.a 6.1.12.GeoSV.4.a 6.1.12.EconET.4.a 6.1.12.EconNE.4.a 6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.4.b 6.1.12.HistoryCC.4.b

12. Infer the effectiveness of the prison reform and temperance movement.
13. Describe the development of the abolition movement and its effect on the country.
14. Determine the hardships of the lives of enslaved African Americans and the ways in which they coped.
15. Identify the leaders and tactics of the abolition movement.
16. Contrast the economies, societies, and political views of the North and the South and the effect of abolition on their relationship.
17. Identify the limits faced by American women in the early 1800s.
18. Trace the development of the women's rights movement.

Sectional Divisions and the Civil War

19. Understand the economies, societies, and political views of the North and the South.
20. Infer why slavery in the territories was a divisive issue between North and South and how Congress tried to settle the issue in 1850.
21. Elaborate why the Fugitive Slave Act increased tensions between the North and South.
22. Determine how the Missouri Compromise, the Compromise of 1850, the Kansas-Nebraska Act, the Dred Scott decision and the raid on Harpers Ferry were seen differently by the North and South and affected their relations.
23. Explain how deepening sectional distrust affected the nation's politics.

Civil War

24. Compare the candidates in the election of 1860, and analyze the results.
25. Identify the events that led to the outbreak of war.
26. Contrast the resources and strategies of the North and South.
27. Describe the outcomes and effects of the early battles of the Civil War.
28. Explain why Lincoln decided to issue the Emancipation Proclamation and what it achieved.
29. Identify the different roles that African Americans played in the Civil War.
30. Describe how the war changed the economy and society in the North and the South.
31. Discuss how northern and southern soldiers experienced the war.
32. Recognize the importance of the battles of Vicksburg and Gettysburg.
33. Identify the final events of the Civil War.
34. Explain why the North won the war.
35. Describe the impact of the Civil War on the North and South.

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● MY STORY VIDEO; The Edmonson Sisters, An Audacious Escape ● Flipped Video: Manifest Destiny ● Manifest Destiny Activity ● Manifest Destiny DBQ ● Texas Independence Graphic Organizer ● Mexican American War WebQuest ● Western Migration Activity ● Inventions & Innovations Project ● Reshaping American Society History Lab ● The Know Nothings ● Flipped Video: Roots of Conflict ● South and North Antebellum Readings ● African American Concept Mapping ● Road to Civil War Timeline ● Causes of Civil War DBQ ● Expansion of Slavery WebQuest ● “12 Years a Slave” Excerpts ● John Brown Raid Analysis ● The Dred Scott Case ● Lincoln-Douglas Debates Analysis ● Lincoln 1st Inaugural Address Analysis ● Road To Civil War Guided Notes ● Resources and Strategies of North and South ● Secession and Union Strategy ● Civil War Project ● Key Battles of the Civil War ● “Of Life and Limb” ● Emancipation Proclamation Analysis ● African Americans and the Civil War ● Battle of Gettysburg analysis and essay ● Civil War Project ● Lincoln’s Assassination Analysis ● Headlines Activity <p data-bbox="107 1453 474 1479">Folder of Lesson Resources</p>	<ul style="list-style-type: none"> ● <i>United States History</i> - Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, Alan Taylor (Pearson, 2016) ● <i>A Queer History of the United States for Young People</i>, Richie Chevat, 2019 ● <i>American Progress</i> By John Gast ● John L. O’Sullivan, New York Morning News, December 27, 1845 ● Lyman Beecher, “A Reformation of Morals Practicable and Indispensable,” sermon delivered at New Haven, Connecticut, October 27, 1812 ● “The drunkard’s progress, or the direct road to poverty, wretchedness & ruin,” designed and published by John Warner Barber, 1826. ● Charles Grandison Finney, “What A Revival of Religion Is,” New York Evangelist, 1834. ● Unitarian minister George Ripley writing about his planned utopian community, Brook Farm, in a letter to Ralph Waldo Emerson, 1840. ● Dorothea Dix, “Remarks on Prisons and Prison Discipline in the United States,” 1845. ● Elizabeth Cady Stanton, “Declaration of Sentiments and Resolutions,” 1848 ● Texas Declaration of Independence (March 2, 1836) [Adapted] ● Colonel Juan Seguin's Alamo Defenders' Burial Speech, April 4, 1837. ● The Oregon Treaty, 1846 (Excerpts) ● James Reed, Diary (of the Donner Party Travels) Excerpts ● James K. Polk, War Message to Congress; May 11, 1846 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle ● Pearson Realize

- The Treaty of Guadalupe Hidalgo, 1848
- Wilmot Proviso Political Cartoon, 1848
- Dorthea Dix, petition to the Massachusetts Legislature, 1843
- David Walker, *Appeal to the Colored Citizens of the World*, 1829 (excerpt)
- Missouri Compromise of 1820 (Excerpt)
- The Compromise of 1850
- Fugitive Slave Act, 1850 (Part of the Compromise of 1850)
- The Kansas-Nebraska Act, 1854
- Lincoln's First Inaugural Address, March 4, 1861
- "Narrative of Solomon Northup" (excerpts)
- *Dred Scott v. Sandford* (1857) {Summary}
- Theodore Dwight Weld, Angelina Grimke Weld and Sarah Grimke, "Letters" 1822-1844
- Angela Grimke, *Letters to Catherine E. Beecher*, 1838
- Frederick Douglass remarks regarding the *Dred Scott Case*, 1857
- Lincoln Douglas Debates, excerpts
- Fugitive Slave Act Poster, 1851
- *Declaration of the Immediate Causes Which Induce and Justify the Secession of South Carolina from the Federal Union*, December 20, 1860
- Alfred Bellard, *Gone for a Soldier: The Civil War Memoirs of Private Alfred Bellard*
- The Emancipation Proclamation (Modified)
- Abraham Lincoln, "The Gettysburg Address", November 19, 1863
- James S. Knox letter to his father, "Eyewitness account of Lincoln's assassination." April 15, 1865

List of Accommodations and Modifications

- [Special Education](#)
- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:**Formative**

- Daily warm-up questions & discussion
- Daily exit checks
- Unit vocabulary assignments
- Whole-class discussion during content lectures
- Analysis of/response to primary & secondary sources
- Pearson Realize assignments
- EDpuzzle videos
- Actively Learn Articles

Summative

- Topic Vocabulary Quizzes
- Civil War Project
- Reshaping America in the Early 1800s (major assessment)
- Sectional Divisions and the Civil War Assessment
- Civil War Assessment (major assessment)
- 3rd Marking Period Quarterly Exam (major assessment)

Interdisciplinary Connections

English Language Arts

- RI.CR.9–10.1 Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2 Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
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- RI.CT.9–10.8 Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
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- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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- W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Mathematics

- S-ID.A.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).
- S-ID.B.6 Represent data on two quantitative variables on a scatter plot and describe how the variables are related
- S-ID.B.6a Fit a function to the data (including with the use of technology); use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear and exponential models.
- S-ID.C.9 Distinguish between correlation and causation
- S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
- S-IC.B.6 Evaluate reports based on data (e.g. interrogate study design, data sources, randomization, the way the data are analyzed and displayed, inferences drawn and methods used; identify and explain misleading uses of data; recognize when arguments based on data are flawed).

Science

- HS-LS2-6 Evaluate the claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem
- HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
- HS-ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity

Art

- 1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience

- 1.2.12acc.Re8a: Analyze the intent, meanings and influence of a variety of media artworks, based on personal, societal, historical, and cultural contexts
- 1.5.12prof.Re7a: Hypothesize ways in which art influences perception and understanding of human experiences
- 1.5.12acc.Re7b: Evaluate the effectiveness of visual artworks to influence ideas, feelings, and behaviors of specific audiences
- 1.5.12acc.Re8a: Identify types of contextual information useful in the process of constructing interpretations of an artwork or collection of works
- 1.5.12prof.Cn11a: Describe how knowledge of culture, traditions, and history may influence personal responses to art

Technology and 21st Century Themes & Skills

- 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
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations

Computer Science

- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena

State Mandates and Resources

- [New Jersey Student Learning Standards](#)
- [Career Readiness, Life Literacies, and Key Skills](#)
- [Amistad Law](#)
- [NJ Amistad Commission Interactive Curriculum](#)
- [Holocaust Law](#)
- [NJ Commission on Holocaust Education Curriculum Guide and Materials](#)
- [LGBT and Disabilities Law](#)
- [Career Ready Practices \(BHPRSD\)](#)
- [Asian and Pacific Islander](#)
- [Climate Change](#)

Black Horse Pike Regional School District

Where inspiring excellence is our standard and student achievement is the result.

US I History College Prep Unit #4

Reconstruction-Industrialization

Updated: June 2024

Unit Overview:

The Civil War divided families and brought devastation to much of the nation. The war itself erupted from deep-seated discord within the American people. These divisions centered not only on the question of slavery but also on what it meant to be a citizen, what rights citizens and states had under the federal government, and what obligations the federal government had to its citizens. With the war over, and slavery abolished, these significant issues remained to be addressed. How would the federal government and the people of the United States resolve them?

The late 1800s were a time of growth for the United States, as new immigrants arrived and cities grew. Out in the western reaches of the nation, things were changing, too. The newly built railroads made travel to and settlement of the West much easier. But the resulting coming together of many people with different needs, desires, and values led to conflict. This era was especially difficult for Native Americans, whose ability to resist the tide of settlers was waning. Farmers, too, struggled but sought to help themselves through a new political movement, Populism.

The rise of big business in the United States was driven primarily by technological innovation and the free enterprise system. This led to a booming economy that required a large labor force to ensure continued success. When tensions arose between business owners and workers, the organized labor movement was born. At the same time, immigration to the United States soared, and these new Americans settled in the nation's rapidly growing cities. All of these factors prompted a noticeable change in American culture.

Essential Questions

Reconstruction

1. With the ending of the Civil War, how did the country rebuild and secure the rights for newly freed African Americans?
2. How did the ending of the Civil War, along with the freedoms granted to Freedmen/Freedwomen, affect African Americans in the United States?

Enduring Understandings

Reconstruction

1. Following the Civil War, leaders argued over how to rebuild the South and secure rights for newly freed African Americans, causing years of delay and turmoil.
2. African Americans began to exercise their new rights, but soon black codes encroached on their new freedoms.

Challenges in the Late 1800s

3. What effect did continued western migration have on Native Americans and Mexican Americans?
4. How did economic opportunities and continued migration impact the growth and development of the railroad?
5. How did diverse populations and diverse land usage lead to conflict in the West?
6. As farmers became frustrated with their treatment and opportunities, how did people advocate for better representation and fairness?

Industry and Immigration

7. What impact did rapid industrialization, entrepreneurs and innovators have on American life in the late 19th century?
8. In what ways did Americans work to alleviate the negative effects of industrialization?
9. How did Southern and Eastern Europeans, as well as Asians, impact American culture?
10. What effect did rapid industrialization and immigration have on cities?
11. How were new ways of life and mass cultural movements created in the United States in the late 19th century?

Challenges in the Late 1800s

3. As Americans continued to migrate, Native Americans and Mexican Americans already living in the West were pressured and pushed aside.
4. Mining, ranching, and farming drew people to settle in the Great Plains and other parts of the West, helped by the growth of the railroad.
5. Different groups of people in the West used land and resources differently, leading to conflict in some places.
6. Corruption and difficult conditions for farmers led to a push to reform.

Industry and Immigration

7. In the late 1800's, rapid industrialization, driven by entrepreneurs and innovators, transformed daily life in positive and negative ways.
8. Americans tried to address some of the negative effects of industrialization.
9. In the late 1800s, immigrants from southern and eastern Europe and Asia changed American culture as they fought to establish lives in their new homes.
10. Cities grew quickly as a result of industrialization and immigration.
11. New Technology, urbanization and industrialization created new ways of life and mass cultural movements in the United States.

Unit Learning Targets/Goals/Outcomes:

Learning Target	NJSLs -Social Studies
Reconstruction <ol style="list-style-type: none"> 1. Recognize the multiple reasons why a plan was needed for Reconstruction of the South. 2. Compare and assess the strengths and weaknesses of the Reconstruction plans of Lincoln, Johnson, and Congress. 3. Explain how Republicans gained control of southern state governments. 4. Analyze how freedmen adjusted to freedom and the role of the Freedmen's Bureau. 5. Describe the South's new economic system and its impact on poor farmers. 6. Identify efforts to limit African Americans' rights and the federal government's 	<ol style="list-style-type: none"> 1. 6.1.12.CivicsDP.4.a 2. 6.1.12.GeoPP.4.a 3. 6.1.12.HistoryCC.4.a 4. 6.1.12.HistoryUP.4.a 5. 6.1.12.HistoryCA.4.c 6. 6.1.12.CivicsDP.5.a 7. 6.1.12.EconEM.5.a 8. 6.1.12.GeoPP.5.a 9. 6.1.12.GeoHE.5.a 10. 6.1.12.EconEM.5.a

response.

7. Understand the successes and failures of Reconstruction.
8. Explain why Reconstruction ended.
9. Explain how whites created a segregated society in the South and how African Americans responded.

Challenges in the Late 1800s

10. Describe the impact of the Indian Wars.
11. Explain the effectiveness of the government's Americanization and reservation policies towards American Indians.
12. Identify the impact of mining and railroads on the settlement of the West.
13. Explain the impact of physical and human geographic factors on the settlement of the Great Plains.
14. Describe the treatment of Chinese immigrants and Mexican Americans in the West.
15. Discuss the ways various groups used land in the West and conflicts among them.
16. Identify the economic issues farmers faced in the late 1800s.
17. Describe the groups farmers formed to address their problems and what they accomplished.
18. Recognize the impact of the Populist Party, and explain why the party did not last.

Industry and Immigration

19. Identify the factors that encouraged industrialization in the United States in the late 1800s.
20. Explain how new inventions, scientific discoveries, and technological innovations fueled growth and improved the standard of living.
21. Describe the public debate over the pros and cons of big business.
22. Explain how the government took steps to block abuses of corporate power.
23. Identify the impact of business practices on workers in the late 1800s.
24. Examine the goals, strategies and effectiveness of the first labor unions.
25. Explain the push and pull factors leading immigrants to America.
26. Describe the challenges that immigrants faced establishing new lives in America.
27. Understand how immigrants adapted to American life while contributing to American culture.
28. Describe urban growth and assess how technology improved city life in the late 1800s.
29. Identify the problems caused by rapid urban growth and ways that city dwellers tried to solve them.
30. Examine mass culture and education in the late 1800s.
31. Describe new popular cultural movements in the late 1800s.

11. 6.1.12.HistoryNM.5.a
12. 6.1.12.HistoryNM.5.b
13. 6.1.12.HistoryCC.5.a
14. 6.1.12.HistoryUP.5.a
15. 6.1.12.HistoryCA.5.a

Unit Resources:

Lesson Resources	Text Resources	Technology & Online Resources
<ul style="list-style-type: none"> ● My Story Video, The Freedmen's Bureau ● Reconstruction WebQuest ● People of Reconstruction ● Start Up: An African American in the Senate ● Northern Views of African Americans during Reconstruction ● Flipped Video: The Jim Crow System is Born ● Slavery and Reconstruction LGBTQ Resources ● Freedom of Free Blacks Graphic Organizer. ● American Progress revisited ● Great Plains Homesteaders Photograph Analysis ● Exodusters Primary Source Lab ● My Story Video: Sitting Bull, The Fight for the Black Hills ● Battle of Little Bighorn ● Flipped Video: The Indian Wars ● Start Up: Population Growth and Technology ● Immigration Interactive Map and Analysis ● Flipped Video: Farmers' Grievance ● Flipped Video: Technology Changes the Standard of Living ● Start Up: Job Security ● Flipped Video: Opportunities and Challenges ● Start Up: American Cities ● You Be the Teacher Project 	<ul style="list-style-type: none"> ● <i>United States History</i> - Emma J. Lapsansky-Werner, Peter B. Levy, Randy Roberts, Alan Taylor (Pearson, 2016) ● <i>A Queer History of the United States for Young People</i>, Richie Chevat, 2019 ● Abraham Lincoln proclamation delivered December 8, 1863 ● Thaddeus Stevens remarks to Congress; March 19, 1867. ● Andrew Johnson to Congress; March 2, 1867 ● Hiram Revels, speech in the U.S. Senate, March 16, 1870 ● Sojourner Truth, "Anti-Slavery Bugle" (New Lisbon, Ohio), June 21, 1851. ● "Mr. Editor," The Southwestern Christian Advocate (New Orleans, LA), October 3, 1884. ● "I formerly belonged..." Southwestern Christian Advocate (New Orleans, LA), June 20, 1878. ● Civil Rights Act of Nov. 25, 1865, Ch. 4, § 2, 1865 ● Act of Mar. 9, 1866, tit. 31, § 5, 1866 Ga. Laws 240. ● The 13th, 14th and 15th amendments to the United States Constitution ● Black Code from Opelousas, Louisiana, July 3, 1865. ● Henry Adams statement before the U.S.Senate in 1880 ● Description of the Ku Klux Klan by someone identified as "a Southern writer, residing at Columbia, South 	<ul style="list-style-type: none"> ● Stanford History Education Group ● Gilder Lehrman Institute of American History ● Actively Learn ● EDpuzzle ● Pearson Realize

Folder of Lesson Resources

Carolina.” This writer was quoted as part of an editorial published in the New York Evening Post in 1872.

- Sarah Allen to a special committee of the U.S. Congress investigating the Ku Klux Klan in 1871.
- Nell Irvin Painter “Exodusters: Black Migration to Kansas After the Reconstruction”, p. 100 New York: Knopf, 1977
- “The Chinese Must Go:” A Farce in Four Acts by Henry Grimm, published in San Francisco, 1879.
- A speech to the workingmen of San Francisco on August 16, 1888.
- Lee Chew, “The Biography of a Chinaman,” Independent, 15 (19 February 1903), 417–423.
- Havelock Ellis, Sexual Inversion, 3d ed. (Philadelphia: F. A. Davis, 1915), 350–351.
- Ralph Werther - Jennie June, "A Protest from an Androgyne," American Journal of Urology and Sexology 15, no. 7 (July 1919): 313-316
- Vice Commission of Chicago, The Social Evil in Chicago: A Study of Existing Conditions with Recommendations (Chicago, Gunthorp-Warren 1911), 297. Reprinted in Jonathan Ned Katz. Gay/Lesbian Almanac. A New Documentary (New York: Carroll & Graf, 1983), 335–336.
- “Dr. Mary A. Sperry Leaves Estate to Woman Companion,” San Francisco Chronicle (San Francisco, California), May 22, 1919

List of Accommodations and Modifications

- [Special Education](#)

- [504 Students](#)
- [At Risk Students](#)
- [MLL](#)
- [Gifted and Talented](#)

Assessments:

Formative	Summative
<ul style="list-style-type: none"> • Daily warm-up questions & discussion • Daily exit checks • Unit vocabulary assignments • Whole-class discussion during content lectures • Analysis of/response to primary & secondary sources • Pearson Realize assignments • EDpuzzle videos • Actively Learn Articles 	<ul style="list-style-type: none"> • Topic Vocabulary Quizzes • You Be the Teacher Project • Reconstruction Test - major assessment • Challenges in the 1800s + Industry and Immigration - major assessment • Final Exam - major assessment

Interdisciplinary Connections

English Language Arts

- RI.CR.9–10.1 Close Reading: Cite a range of thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2 Central Idea: Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- RI.PP.9–10.5 Perspective and Purpose: Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
- RI.MF.9–10.6 Diverse Media and Formats: Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
- RI.AA.9–10.7 Analysis of Argument: Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

- RI.CT.9–10.8 Comparison of Texts: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
- W.AW.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
- W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.SE.9–10.6 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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