

Rumson-Fair Haven Regional High School

Course: *United States History I*

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Section I: Course Description

United States History I concentrates on the contextual study of themes in American History and the development of the Social Studies knowledge, skills and perspectives, essential literacy capacities, higher-order critical thinking, and research skills needed for the 21st Century. *United States History I* will be the introductory social studies class for incoming ninth graders.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey State Learning Standards-Social Studies:**

- "...Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages."

2. **2023 New Jersey Student Learning Standards English Language Arts:**

- The ELA Standards were revised in 2023 with the intent to build "readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language; read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success; engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences); leverage complex texts and digital media to develop comprehension, active listening, and discussion skills; ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens; evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media; express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines; learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace."

3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**

- "The 'Intent and Spirit of the Computer Science and Design Thinking Standards' is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers."

4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**

- "This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy."

***Climate Change:** The state of New Jersey has mandated instruction in, "Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to

develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”

5. ****Amistad Law: N.J.S.A. 18A 52:16A-88:***
 - The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. ****Holocaust Law: N.J.S.A. 18A 35-28:***
 - The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”
7. ****LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:***
 - A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. ****Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:***
 - The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *United States History I* Curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (*I&RS*) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined in the [Modifications/Accommodations for Social Studies Courses](#) chart.

Section IV: Preparation for Standardized Testing

Instruction in *United States History I* is aligned with the requirements of state and national standardized assessments, including the *NJGPA*, *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>United States History I</i>	Grade Level: 9th
Unit I: Pre-Columbian & the Spanish Colonial System	Weeks 1-3

(1491-1607)	
Unit II: European Colonization (1607-1754)	Weeks 4-6
Unit III: American Revolution, Articles of Confederation & the Constitution (1754-1800)	Weeks 7-12
Unit IV: Rise of Political Parties, Industrialization, & the Second Great Awakening (1800-1848)	Weeks 13-19
Unit V: Manifest Destiny, Civil War & Reconstruction & the Development of the West (1844-1877)	Weeks 20-27
Unit VI: Industrial Capitalism, Organized Labor & Immigration in the Gilded Age (1865-1898)	Weeks 28-32
Unit VII: Reform and Politics in the Gilded Age & the Rise of Progressivism (1890-1945)	Weeks 33-40

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed in *United States History I*:

- Common Sense Education (www.commonsense.org)
- *The Americans* by Holt McDougal, 2012
- NewsELA
- Digital Inquiry Group (formerly Stanford History Education Group) (<https://inquirygroup.org/>)
- Selected primary sources from the Library of Congress (<https://www.loc.gov/>)
- Selected primary courses from the National Archives (<https://www.archives.gov/>)
- The Gilder Lehrman Institute of American History (<https://www.gilderlehrman.org/>)
- Google Classroom
- Turnitin.com (<https://www.turnitin.com/>)

Section VII: Grading Formula and Assessment Modes

Marking period grades in *United States History I* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *United States History I* vary greatly in format, and scope/content/skills assessed and alternative assessments, differentiation in assessments, and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *United States History I* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *United States History I* curriculum by the *United States History I* instructional team:

Unit I: Pre-Columbian & the Spanish Colonial System (1491-1607)

Unit Summary

In this unit, students will explore the characteristics of pre-Columbian Native American societies, the Columbian Exchange; and the transformative impact of cultural convergence among European, Native American and African societies. As an introductory unit for the freshman class, it will also provide foundational lessons on library use, the research process, and presentation skills in a history class within historical context. These skills will be taught and addressed through the framework of the pre-Columbian Native American societies, the Columbian Exchange, and the causes and effects of colonization.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History I*:

- 2020 New Jersey Student Learning Standards: Social Studies:
 - 6.1.12.GeoGI.1.a, 6.1.12.HistoryCC.1.a
- 2023 New Jersey Student Learning Standards English Language Arts 9-10
 - Reading: RI.CR.9–10.1, RI.CT.9-10.8, RL.MF.9–10.6, RIAA.9–10.7
 - Writing: W.IW.9-10.2.B, W.AW.9–10.1.B, W.SE.9–10.6
 - Speaking and Listening: SL.UM.9-10.5, SL.PI.9–10.4, SL.PE.9–10.1.A-D, SL.II.9–10.2
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.3, 8.2.12.ED.6, 8.2.12.ITH.1, 8.2.12.ETW.1, 8.2.12.EC.2, 8.2.12.ETW.4
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions

- Why is it important to think for oneself and experiment with new ideas?
- What is the purpose of research and how can research be integrated into original writing?
- What is the value in debating opinions and refuting others' ideas?
- *How did Native populations interact with the environment in North America?
- *Why did Europeans explore and conquer the New World?
- *What impact did the Columbian Exchange have on Europe and the Americas after 1492?
- *How did the Spanish Empire in North America shape the development and economic structures of the Americas over time?
- *How and why did European and Native American perspectives of others develop and change in this period?
- *How did the transatlantic voyages change the Americas from 1491 to 1607?
- *How did the institution of the Middle Passage impact global development?
- *How was the climate of North America impacted before and after the period of colonization and the Columbian Exchange?
- How are sources in history class effectively analyzed? How does

Unit Enduring Understandings

- Experimentation and innovation are critical to personal growth and ideas as well as societal progress and advancement.
- Research provides the basis of building an argument and can be utilized to enhance one's understanding of a topic.
- Socratic thinking and justifying one's opinions are crucial in building arguments based on factual evidence that may have a variety of responses. Engaging in a debate also helps foster critical thinking skills in students.
- The spread of agricultural practices from Mexico to the American Southwest impacted economic development, settlement and irrigation.
- As native populations migrated and settled across North America, they developed distinct and increasingly complex societies by adapting to and transforming their diverse environments.
- Native American societies shaped their culture and lifestyle around the environment and land they occupied (ex. Great Basin, Great Plains, Mississippi River Valley, California).
- European nations' efforts to explore and conquer the New World stemmed from God, glory, and gold.
- *The Columbian Exchange brought new crops to the Americas and stimulated population growth in Europe leading to a shift in global economic systems.
- *Spanish exploration and conquest devastated Native American populations through the spread of disease.
- *The encomienda system used by the Spanish employed Native American labor to farm and extract resources, eventually creating a caste system.
- *European and Native American interaction led to misunderstandings as both groups had conflicting views on religion, gender, family, land use, and power.
- *Contact among Europeans, Native Americans, and Africans resulted in the Columbian Exchange and significant social, cultural, and political changes on both sides of the Atlantic Ocean.
- *The Middle Passage, as part of the Columbian Exchange and colonization, contributed to the creation of a globalized slave trade network and dramatically altered African Societies that took part in it. The Middle Passage and the forced migration of Africans to the Americas through the Triangular Trade profoundly shaped the social, economic, and cultural landscapes of the Atlantic world.
- *Native American tribes often "lived with the land" as part of a cultural identity engaging in agricultural practices such as three-sister farming that utilized soil and resource management strategies. Colonization brought the introduction of invasive species, the development of new groups - diet and nutrition expansion. The introduction of the house and the plantation system dramatically altered the

<p>source analysis contribute to a deeper understanding of a topic and help to create a richer argument?</p> <ul style="list-style-type: none"> • How can a “PBL” Unit enhance student learning? 	<p>environment.</p> <ul style="list-style-type: none"> • Sources are analyzed by first reading/viewing the source and annotating. Followed by: sourcing, contextualization, corroboration, and close reading of the source where students aim to extrapolate the main idea of the source and author’s message. Additionally, source analysis consists of the CHAPP Method - Content, Historical Context, Intended Audience, Author’s Point of View, and Author’s Purpose. This will allow students to aid in their critical thinking abilities, work to identify reliable information vs biased information, and to gain a deeper understanding of their material. Students then use the source as evidence to support their claim. • A project-based learning (PBL) unit is a multifaceted way to enhance student instruction. It focuses on content knowledge, the development of critical thinking skills, problem-solving, and communication skills.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Homework • Research skills presentation via Media Specialist • Columbian Exchange Document Analysis and written analysis • Research tasks • Individual student check-in with teacher • Presentation Dress Rehearsal 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Native American Regions Research Activity (Research and Presentation Benchmark) • Columbian Exchange Socratic Seminar (Document Analysis and Discussion Benchmark) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The Americans</i>: Chapter 1 “Three Worlds Meet 1200 BC - 1500 AD,” Chapter 2 “The American Colonies Emerge 1492-1681” • Primary Sources on Columbian Exchange and Pre-Columbian Societies • Secondary Sources for the Columbian Exchange - World History Encyclopedia, OER Project • Columbus’ Diary, 1492 • Doctrine of Discovery, 1493 • Native Accounts of the Arrival of the Spanish, ~1500s • Crash Course
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Unit II: European Colonization (1607-1754)

Unit Summary

In this unit, students will explore the motives for colonizing North America, the development of three distinct colonial regions, and the conflicts and compromises between European colonizers and Native Americans. They will examine the impact of the First Great Awakening and mercantilism on the formation of a distinct colonial identity. Additionally, students will understand how global conflicts, such as the French and Indian War, laid the groundwork for the American Revolution.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History I*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 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
 - 6.2.12.CivicsPR.2.a, 6.2.12.GeoPP.1.a-c, 6.2.12.EconET.3.a, 6.2.12.HistoryCC.1.b-c, 6.2.12.HistoryCC.1.f
- *2023 New Jersey Student Learning Standards English Language Arts:*
 - Reading: RI.CR.9–10.1, RI.CT.9-10.8, RL.MF.9–10.6, RI.AA.9–10.7
 - Writing: W.IW.9-10.2.B, W.AW.9–10.1.B, W.SE.9–10.6
 - Speaking and Listening: SL.UM.9-10.5, SL.PI.9–10.4, SL.PE.9–10.1.A-D, SL.II.9–10.2
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ED.6, 8.2.12.ITH.1, 8.2.12.ETW.1, 8.2.12.EC.2, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions	Unit Enduring Understandings
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<ul style="list-style-type: none"> • How can researching a topic and producing a presentation build confidence and understanding in historical material? • How is the presentation an essential part of the research process? 	<ul style="list-style-type: none"> • Producing a presentation and delivering the information to peers is a foundational skill that will foster confidence and better understanding of the material. • When historians conduct research, in addition to publishing their work, they give lectures/presentations to explain their research and collaborate with other colleagues - especially during the Question-and-Answer secession as well as throughout the peer review process. The presentation is one of the final pieces in the research process.
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<ul style="list-style-type: none"> ● How did various European colonies develop and expand from 1607 to 1754? ● How did the environment and other factors shape the development and expansion of the British colonies from 1607-1754? ● *How did the environment and the climate of North America change as a result of European Colonization? ● What were the causes and effects of transatlantic trade over time? ● *How and why have interactions between various European nations and American Indians changed over time? ● *What were the causes and effects of slavery in the various British colonial regions? ● *How and why did the movement of people and ideas across the Atlantic Ocean contribute to the development of American culture over time? ● How did the first great awakening contribute to the formation of a Colonial Identity and impact the colonies? 	<ul style="list-style-type: none"> ● Spanish efforts to get rich led them to develop institutions to gain control of native populations, such as converting them to Christianity. Others were motivated by the primary motives of “God, Glory and Gold”. The French and Dutch colonial efforts relied on trade and intermarriage to build relationships and foster cooperation with the native populations. English colonization involved a large number of migrants who sought social mobility and religious freedom while living separately from the natives. ● Colonies developed different economic systems and grew different crops depending on their geographic location and the availability of natural resources. ● *Cash crops, such as tobacco and sugar, gave rise to the plantation system that led to mass production for the purposes of trade. This not only increased the demand for slave labor and land acquisition, but also contributed to deforestation and soil exhaustion due to the planting of the same thing over a very long period of time. New species, plants, and animals were introduced to the environment. ● *Conflicts between American Indians increased in French, Dutch, British and Spanish colonies over land, resources, and boundaries. Initially, the interactions were characterized by trade and cooperative alliances with Native Americans tribes. As European settlements expanded and the economies of the colonial regions grew, competition for land and resources intensified, leading to conflicts and warfare. ● *Enslaved Africans were used as a new source of labor that took hold throughout the colonial holdings in North America. The institution of slavery dramatically transformed the political, social, and economic elements of the colonies in North America. ● *The movement across the Atlantic Ocean led to a significant period of cultural interaction and diffusion amongst the groups that, either forced or voluntary, migrated to America. In conjunction with interactions amongst Native American tribes, the movement of people and ideas created a distinctly North American identity that would lead to the creation of the republic. ● The presence of European religious and ethnic groups led to the First Great Awakening and the spread of Enlightenment ideas and Protestantism.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Map Quiz ● SAQ Writing Workshop ● “Colonies Letter Home” Activity ● Mercantilism Activity ● French and Indian War Document Analysis ● Research tasks ● Individual student check-in with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Short Answer Question ● Benchmark Assessment ● Colonial Life Benchmark Project 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>The Americans</i>: Chapter 3 “The Colonies Come of Age 1650-1765” ● Primary Sources on Motives for Colonization, Interaction with Native Americans, the transatlantic slave trade, and Mercantilism ● Pontiac’s Rebellion ● Navigation Acts ● European Competition for North America ● French and Indian War Perspectives ● Virginia Company’s Instructions ● King George’s Proclamation of 1763 ● <i>Crash Course</i>
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Unit III: American Revolution, Articles of Confederation & the Constitution (1754-1800)

Unit Summary

In this unit, students will focus on the tightening of British imperial control through new laws and restrictive measures, colonial reactions to this tightening, and the British reaction to the colonial reaction (which resulted in war and the birth of a new nation with a separate national identity). Through the study of America’s transition from a colonial subject to a new republic, students will gain an understanding of how the road to revolution and nationhood was a challenging one for America to traverse. Students will learn how the Seven Years’ War led to the American Revolution, how the Declaration of Independence reflected the colonists’ belief in the superiority of republican self-government, and how the limitations of the Articles of Confederation led to the writing and ratification of the Constitution. Students will also address migration patterns, especially those that brought back-country white settlers into conflict with Native Americans and foreign countries.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History I*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 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.b, 6.1.12.HistoryUP.2.a, 6.1.12.HistoryUP.2.b, 6.1.12.HistoryUP.2.c, 6.1.12.HistoryCA.2.a
 - 6.2.12.CivicsPD.3.a, 6.2.12.CivicsDP.3.a
- *2023 New Jersey Student Learning Standards English Language Arts:*
 - Reading: RI.CR.9–10.1, RI.CT.9-10.8, RL.MF.9–10.6, RI.AA.9–10.7
 - Writing: W.IW.9-10.2.B, W.AW.9–10.1.B, W.SE.9–10.6
 - Speaking and Listening: SL.UM.9-10.5, SL.PI.9–10.4, SL.PE.9–10.1.A-D, SL.II.9–10.2
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ED.6, 8.2.12.ITH.1, 8.2.12.ETW.1, 8.2.12.EC.2, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions

- How can researching a topic and producing a presentation build confidence and understanding in historical material?
- How are sources in history class effectively analyzed? How does source analysis contribute to a deeper understanding of a topic and help to create a richer argument?
- What does academic writing look like in a history class?
- Why did the Seven Years’ War occur and what impact did it have on the Americas and Europe?
- How did the British colonial policies in North America lead to the Revolutionary War?
- How and why did colonial attitudes toward government change in the years leading up to the American Revolution?
- What factors led the Americans to victory in the Revolutionary War?
- How did the American Revolution affect society in North America?
- What impact did the American Revolution have on the world?
- How did African Americans, Native Americans, and Women contribute to the American Revolution?
- What new forms of government developed as a result of the Revolutionary Period?
- What were the different ideological positions on the structure and function of the federal government?
- How was the Constitution representative of the change that was sought by the Americans in the Revolutionary War?
- Why did competition between peoples and nations intensify from 1754-1800?
- What political parties, ideas, and institutions developed in the new republic?
- In what ways did American culture change and stay the same from 1754-1800?
- How and why did migration and immigration to and within North America cause conflict over time?
- *How did regional attitudes about slavery change from 1754-1800?
- How did the American independence movement affect society from 1754-1800?
- How does the concept of “Tyranny” relate to the formation of the American Government?

Unit Enduring Understandings

- Producing a presentation and delivering the information to peers is a foundational skill that will foster confidence and better understanding of the material.
- Sources are analyzed by first reading/viewing the source and annotating. Followed by: sourcing, contextualization, corroboration, and close reading of the source where students aim to extrapolate the main idea of the source and author’s message. Additionally, source analysis consists of the CHAPP Method - Content, Historical Context, Intended Audience, Author’s Point of View, and Author’s Purpose. This will allow students to aid in their critical thinking abilities, work to identify reliable information vs biased information, and to gain a deeper understanding of their material. Students then use the source as evidence to support their claim.
- Students will understand that effective historical writing focuses on well-reasoned arguments that is supported by substantial evidence from reliable sources. Students will focus on learning to articulate clear, concise claims and support those claims with evidence and reasoning. Students will also work to build on thesis-statement writing and focus on writing as a process.
- The colonial rivalry between the British and the French grew as French trade was threatened by British expansion.
- The concept of “taxation without representation” united the colonists as they called on Britain to grant the colonies more self-rule and representation within Parliament.
- Enlightenment ideas inspired many American political thinkers and influenced the writing of Thomas Paine’s Common Sense and the Declaration of Independence.
- The Patriot cause succeeded due to colonial militias, the Continental Army, George Washington’s leadership and assistance from European allies.
- Supporters of the American Revolution called for increased awareness of inequalities in society and the abolition of slavery, as well as more democracy.
- The American Revolution brought on an expanded role for women during the war and in the push for the revolution.
- African Americans and Native Americans contributed greatly in the American revolution - serving in combat roles either for the British or the Colonists and provided invaluable assistance. Women also maintained the home front, supported troops by being “camp followers”, and participated in political and economic tactics, such as boycotts, while at home.
- The American Revolution inspired future independence movements in France, Haiti, and Latin America.

<ul style="list-style-type: none"> ● *How did social constraints and prejudices of the time lead to the exclusion of women, African Americans, people identifying as LGBTQ+, and people with disabilities from participating in the political founding of the nation? ● *How can students hone their digital citizenship skills and counter hate speech online? ● *What is the relationship between hate speech and xenophobia? 	<ul style="list-style-type: none"> ● State constitutions placed power in the hands of the legislative branch and the Articles of Confederation unified the new states, but ultimately failed due to the lack of a strong central government. ● The Northwest Ordinance established the process of admitting new states, promoting education, and banning of slavery in the Northwest Territory. ● The delegates participated in a Constitutional Convention that resulted in compromises regarding slavery and the role of the federal government, which led to debates between Anti-Federalists and Federalists. ● The Constitution created a Bill of Rights and a limited central government with a separation of powers into three branches. ● The presidential administrations of George Washington and John Adams put the principles of the Constitution into practice. ● Political issues in the 1790s stemmed from national government vs. states, economic policy, and foreign policy leading to the formation of political parties. ● *The societal norms and prejudices of the time period affected the founding and formation of American values and citizenship rights in the United States. ● New forms of culture developed in the United States with regional variations regarding art, literature, and architecture. ● *Tension between American Indians and settlers increased as conflict over land as migrants continued to push westward. ● *The expansion of slavery in the Deep South and Western lands, and the rise of antislavery sentiment in the North allowed for distinctive regional attitudes towards slavery. ● British attempts to assert tighter control over its colonies led to the colonial independence movement and Revolutionary War. ● The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government. ● The relationship between hate speech and xenophobia is complex and impacts on the lives of all citizens in a digital age. ● The internet has contributed to an increase in hate speech and extremist views, but it can be used properly to combat hate.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Classwork ● Homework ● Women, African, Americans, and Native Americans in the American Revolution Textbook rewrite ● Revolutionary War Causes Ranking Activity ● Reading Quizzes - Check for understanding and comprehension ● Bill of Rights Application ● DOI and Constitution Investigation/Jigsaw ● Research tasks ● Battles of Revolutionary War Jigsaw activity ● Source Analysis Activities ● Franklin Quote Reflection. ● Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● American Revolution and the Creation of the New Nation Unit Tests (Summative Assessment) ● Supreme Court of the United States Project (Summative Assessment) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>The Americans</i>: Chapter 3 “The Colonies Come of Age 1650-1765,” Chapter 4 “The War for Independence 1765-1783,” Chapter 5 “Shaping a New Nation 1781-1788,” Chapter 6 “Launching the New Nation 1789-1816” ● Primary Sources Investigation - Native Americans, African Americans, and Women in the American Revolution. ● Common Sense- Thomas Paine ● "Give Me Liberty Or Give Me Death!"-Patrick Henry ● Declaration of Independence (Link 1, Link 2, Link 3) ● Articles on Confederation ● The Constitution ● Bill of Rights ● Federalist Papers ● AntiFederalist Papers ● Federalits vs Antifederalists DIG ● Northwest Ordinance ● Enlightenment Thinkers Investigation
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		<ul style="list-style-type: none"> ● <i>Crash Course</i> ● 10 Days That Unexpectedly Changed America ● Common Sense Education (www.commonsense.org)
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Unit IV: Rise of Political Parties, Industrialization, & the Second Great Awakening (1800-1848)

Unit Summary

In this unit, students will focus on how domestic and foreign policy challenges contributed to the rise of early political parties, particularly Federalists vs. Democratic-Republicans. Students will explore how the early 19th century balanced nationalism and sectionalism. Students will focus on the social, political, and economic consequences of industrialization, emphasizing westward expansion and its conflict with Native Americans, culminating in the Indian Removal Act. Students will also focus on how the Second Great Awakening promoted social reform in the United States in the quest to create a cohesive, morally developed American identity.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History I*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 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
 - 6.2.12.EconGI.3.b
- *2023 New Jersey Student Learning Standards English Language Arts:*
 - Reading: RI.CR.9–10.1, RI.CT.9-10.8, RL.MF.9–10.6, RI.AA.9–10.7
 - Writing: W.IW.9-10.2.B, W.AW.9–10.1.B, W.SE.9–10.6, W.WP.9-10.4, W.WR.9-10.5, W.RW.9-10.7
 - Speaking and Listening: SL.UM.9-10.5, SL.PI.9–10.4, SL.PE.9–10.1.A-D, SL.II.9–10.2
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ED.6, 8.2.12.ITH.1, 8.2.12.ETW.1, 8.2.12.EC.2, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions

- Why is it important to think for oneself and experiment with new ideas?
- What is the purpose of research and how can research be integrated into original writing?
- How should academic writing be structured in a history class, particularly for a DBQ?
- How is the presentation an integral part of the research process?
- What is the context in which the republic developed from 1800 to 1848?
- What are the causes and effects of policy debates in the early republic?
- How did different regional interests affect debates about the role of the federal government in the early republic?
- How and why did American foreign policy develop and expand over time?
- What are the causes and effects of the innovations in technology, agriculture, and commerce over time?

Unit Enduring Understandings

- Experimentation and innovation are critical to personal growth and ideas as well as societal progress and advancement.
- Research provides the basis of building an argument and can be utilized to enhance one’s understanding of a topic.
- Students will understand that effective historical writing focuses on well-reasoned arguments that is supported by substantial evidence from reliable sources. Students will focus on learning to articulate clear, concise claims and support those claims with evidence and reasoning. Students will also work to build on thesis-statement writing and focus on writing as a process.
- When historians conduct research, in addition to publishing their work, they give lectures/presentations to explain their research and collaborate with other colleagues - especially during the Question-and-Answer session as well as throughout the peer review process. The presentation is one of the final pieces in the research process.
- National political parties continued to debate issues in the early 1800’s such as the tariff, powers of the federal government, and relations with European powers.
- Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
- The U.S. government sought to increase its influence and control over North America through a variety of means following the Louisiana Purchase, including exploration and diplomatic efforts.
- Regional interests often trumped national concerns as the basis for many political leaders’ positions on slavery and economic policy.
- Plans like the American System focused on unifying the U.S. economy generated regional debates over whether such policies would benefit agriculture or industry.
- *The Missouri Compromise and other congressional attempts at political compromise only temporarily increased tensions between opponents and defenders of slavery.

<ul style="list-style-type: none"> ● *How and why did innovations in technology, agriculture, and commerce affect various segments of American society over time? ● What are the causes and effects of the expansion of participatory democracy from 1800 to 1848? ● *What are the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848? ● How and why did a new national culture develop from 1800 to 1848? ● What are the causes of the Great Awakening? ● How and why did various reform movements develop and expand from 1800 to 1848? ● What are the continuities and changes in the experiences of African Americans from 1800 to 1848? ● What are the geographic and environmental factors that shaped the development of the South from 1800 to 1848? ● *What is the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848? 	<ul style="list-style-type: none"> ● The United States sought to claim territory throughout the North American continent to promote foreign trade and increase its global presence through military action, Native American removal, and the Monroe Doctrine. ● Entrepreneurs helped to create a market revolution in production and commerce, while organizing manufacturing and improving producer-consumer relations. ● Industrial and agricultural innovations such as textile machinery, steam engines, interchangeable parts, and the telegraph increased production efficiency. ● Legislative and judicial systems supported the development of roads, canals, and railroads which enlarged markets, fostered regional independence, and linked certain regions more closely than others. ● Increased cotton production in the South and manufacturing in the North promoted the development of national and international commercial ties. ● While large amounts of international migrants moved to the industrial North, many Americans moved West to Appalachia. ● *The growth of manufacturing led to an increase in prosperity and standard of living for some, leading to the emergence of a large laboring population, an emerging middle class, and a small but wealthy business elite. ● An increasing number of Americans began to rely more on producing goods for other markets and less on semi-subsistence agriculture. ● The nation transitioned to a more participatory democratic system by expanding suffrage from property ownership to a party system in which all adult white men can vote. ● New political parties arose in the 1820's and 1830's that disagreed on the role and powers of the federal government. ● Native American resistance to control, relocation, and assimilation led to a sequence of wars and federal efforts of control. ● A new national culture emerged that combined American elements with European influences and regional sensibilities. ● The rise of democratic beliefs and individualistic beliefs contributed to a Second Great Awakening among Protestants. ● Greater social and geographic mobility contributed to moral and social reforms inspired by utopian and other religious movements. ● Americans formed new organizations aimed to change individual behavior and improve society through temperance and other reform efforts. ● *Anti-slavery movements increased in the North due to the growth of abolitionists and free African Americans. ● *The Seneca Falls Convention led to greater equality and opportunities for women. ● *Slave rebellions in the South were largely unsuccessful causing enslaved blacks and free Africans to create communities to protect their dignity and family structures. ● *Southerners argued that slavery was a way of life, despite that a majority of southerners did not own slaves. ● A specific Southern regional identity developed from the continuation of the reliance on the production and exportation of traditional agricultural staples. ● Over-cultivation of lands in the South led slaveholders to relocate plantations further west, thus allowing the institution to grow.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> ● Classwork ● Homework ● Performance activities ● Industrial Revolution Gallery Walk ● Quizzes ● Research tasks ● Jackson Era DBQ practice ● Individual student check-in with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> ● Launching the New Nation Assessment (Summative) ● Balancing Nationalism and Sectionalism Assessment (Summative) ● Jackson Era DBQ (Summative Benchmark) ● "Reforming American Society" Research Project (Benchmark Research Paper) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> ● <i>The Americans</i>: Chapter 6 "Launching the New Nation 1789-1816," Chapter 7 "Balancing Nationalism and Sectionalism 1815-1840," Chapter 8 "Reforming American Society 1820-1850," Chapter 9 "Expanding Markets and Moving West 1825-1847" ● Primary Sources ● George Washington's Farewell Address ● Monroe Doctrine ● Missouri Compromise ● Indian Removal Act ● Kansas Nebraska Acts
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		<ul style="list-style-type: none"> ● Frederick Douglass "The Right to Criticize American Institutions," 1847 ● <i>Crash Course</i> ● <i>The Ultimate Guide to the Presidents</i>
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Unit V: Manifest Destiny, Civil War & Reconstruction & the Development of the West (1844-1877)

Unit Summary

In this unit, students will continue to study the course of westward expansion and focus on the conflicts that resulted from domestic and international migration during this period. Students will learn about the similarities and differences between the North and the South, learn the arguments for and against slavery, and evaluate proposals to resolve the issue of the expansion of slavery in the territories. Finally, students will learn how American territorial growth led to sectional tensions, a civil war, and a reconstruction period characterized by both successes and failures. Leaders of the women's rights movement, looking to expand democracy, will be juxtaposed with leaders of the African American civil rights movement who were hoping to do the same in the face of prejudice and discrimination.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History I*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 6.1.12.CivicsDP.4.a, 6.1.12.CivicsDP.4.b, 6.1.12.CivicsPR.4.a, 6.1.12.GeoSV.4.a, 6.1.12.GeoPP.4.a, 6.1.12.EconET.4.a, 6.1.12.EconNE.4.a, 6.1.12.HistoryUP.3.b, 6.1.12.HistoryCA.3.a, 6.1.12.HistoryCC.4.a, 6.1.12.HistoryUP.4.a, 6.1.12.HistoryUP.4.b, 6.1.12.HistoryCC.4.b, 6.1.12.HistoryCA.4.c
 - 6.2.12.HistoryCC.3.b
- *2023 New Jersey Student Learning Standards English Language Arts:*
 - Reading: RI.CR.9–10.1, RI.CT.9-10.8, RL.MF.9–10.6, RI.AA.9–10.7
 - Writing: W.IW.9-10.2.B, W.AW.9–10.1.B, W.SE.9–10.6
 - Speaking and Listening: SL.UM.9-10.5, SL.PI.9–10.4, SL.PE.9–10.1.A-D, SL.II.9–10.2
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ED.6, 8.2.12.ITH.1, 8.2.12.ETW.1, 8.2.12.EC.2, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions

Unit Enduring Understandings

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| <ul style="list-style-type: none"> ● Why is it important to think for oneself and experiment with new ideas? ● In which context did sectional conflict emerge from 1844-1877? ● *What were the causes and effects of westward expansion from 1844-1877? ● *What were the causes and effects of the Mexican-American War? ● How did similarities and differences in regional attitudes affect federal policy in the period after the Mexican-American War? ● What were the effects of immigration on American culture from 1844-1877? ● *How did regional differences related to slavery cause tension in the years leading up to the Civil War? ● What were the political causes of the Civil War? ● What were the effects of Lincoln's election? ● What various factors contributed to the Union's victory in the Civil War? ● How did Lincoln's leadership during the Civil War impact American ideals over the course of the war? | <ul style="list-style-type: none"> ● Experimentation and innovation are critical to personal growth and ideas as well as societal progress and advancement. ● The desire to obtain new resources, economic opportunities, and religious refuge led to increased migration to and settlement of the West. ● *Westward migration was boosted after the Civil War by new legislation promoting transportation and economic development. Specifically, the construction of the Transcontinental Railroad linked the United States in a way that boosted the economy tremendously while having far-reaching negative social implications for minority groups, specifically Asian (Chinese) Americans and Irish Americans. Besides these minority groups failing to receive the credit they deserved for the construction of the railroad, their increased presence in the United States led to stereotyping, discrimination, and persecution that still lingers in modern society. ● *The addition of new territories through victory in the Mexican-American War raised questions about the status of slavery, Native Americans, and Mexicans in the newly acquired land. ● *Conflict between Mexican Americans, Native Americans, and the U.S. Government altered these groups' economic self-sufficiency and cultures. ● *The Compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott were attempts by the courts and political leaders to resolve the issue of slavery in American territories. ● A strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence. ● Competition between the North's manufacturing economy and the Southern economy's reliance on slave labor gave rise to the free-soil movement. ● *Northern moral arguments and actions against slavery clashed with Southern defenders' arguments for it. |
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<ul style="list-style-type: none"> • What were the effects of government policy during Reconstruction on society from 1865-1877? • How and why did Reconstruction result in continuity and change in regional and national understandings of what it meant to be American? • What was the significance of the effects of the Civil War on American values? • *How did the expansion of the American frontier impact the environment and climate change? • What is the value in debating opinions and refuting others' ideas? 	<ul style="list-style-type: none"> • *The issues of slavery and nativism fractured the Two-Party System and fostered the emergence of sectional parties, such as the Republican Party in the North. • Lincoln's election without any Southern electoral votes led to the secession of Southern states, precipitating the Civil War. • Although the Confederacy appeared to be winning early on, the Union ultimately won the Civil War due to key victories, greater resources, and the wartime destruction of Southern infrastructure. • The purpose of the Civil War shifted from the preservation of union to the abolition of slavery with Lincoln's "Emancipation Proclamation." • Lincoln used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America's founding ideals. • Reconstruction altered relationships between the states and federal government and led to new debates over definitions of citizenship. • *The 13th, 14th, and 15th Amendments granted African Americans citizenship, equal protection under the laws, and voting rights. • Although Reconstruction opened up some short-term political opportunities and leadership roles to former slaves, it ultimately failed, due to Southern resistance and waning Northern resolve. • *The sharecropping system limited blacks' and poor whites' access to land ownership in the South. • *Segregation, violence, and Supreme Court decisions gradually stripped away 14th and 15th Amendment rights. • Socratic thinking and justifying one's opinions are crucial in building arguments based on factual evidence that may have a variety of responses. Engaging in a debate also helps foster critical thinking skills in students.
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Evidence of Learning

<p>Formative & Alternative Assessments:</p> <ul style="list-style-type: none"> • Classwork • Homework • Performance activities • Quizzes • Oregon Trail Activity • Gold Rush image analysis • Manifest Destiny Document Analysis and Class Discussion • Individual student check-ins with teacher 	<p>Benchmark & Summative Assessments:</p> <ul style="list-style-type: none"> • Manifest Destiny Assessment (Summative) • Causes of the Civil War DBQ and Seminar (Benchmark Assessment) • Civil War and Reconstruction Assessment (Summative Assessment) 	<p>Resources Needed:</p> <ul style="list-style-type: none"> • <i>The Americans</i>: Chapter 9 "Expanding Markets and Moving West 1825-1847," Chapter 10 "The Union in Peril 1850-1861," Chapter 11 "The Civil War 1861-1865," Chapter 12 "Reconstruction and Its Effects 1865-1877" • Primary Sources related to the unit. • Gettysburg Address • 13, 14, 15th Amendments • Manifest Destiny • Polk-"American Blood on American Soil" • Mississippi Black Codes • Jim Crow Laws • Sharecropper Contract from DIG • <i>Crash Course</i> • <i>America: The Story of Us</i>
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Unit VI: Industrial Capitalism, Organized Labor & Immigration in the Gilded Age (1865-1898)

Unit Summary

In this unit, students will analyze the transformation of America from a predominantly rural, agricultural society to an urban, industrial society — a transformation that led to economic, political, diplomatic, social, environmental, and cultural changes. Students will focus on the rise of big business and organized labor, domestic and foreign migrations, and the agricultural revolution that accompanied the Industrial Revolution. Both the agricultural and industrial revolutions led to greater opportunities for immigrants, minorities, and women, but at the same time, there were still many societal inequalities that needed to be addressed. Cultural and intellectual movements that challenged the social and economic order of the Gilded Age are also included in this unit.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History I*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 6.1.12.CivicsDP.5.a, 6.1.12.EconEM.5.a, 6.1.12.EconEM.5.a, 6.1.12.GeoPP.5.a, 6.1.12.GeoHE.5.a, 6.1.12.HistoryNM.5.a, 6.1.12.HistoryNM.5.b, 6.1.12.HistoryCC.5.a, 6.1.12.HistoryUP.5.a
- *2023 New Jersey Student Learning Standards English Language Arts:*

- Reading: RI.CR.9–10.1, RI.CT.9-10.8, RL.MF.9–10.6, RI.AA.9–10.7
- Writing: W.IW.9-10.2.B, W.AW.9–10.1.B, W.SE.9–10.6
- Speaking and Listening: SL.UM.9-10.5, SL.PI.9–10.4, SL.PE.9–10.1.A-D, SL.II.9–10.2
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.3, 8.2.12.ED.6, 8.2.12.ITH.1, 8.2.12.ETW.1, 8.2.12.EC.2, 8.2.12.ETW.4
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions

- Why is it important to think for oneself and experiment with new ideas?
- How did the rise of industrial capitalism shape U.S. economic development?
- What were the causes and effects of the settlement of the West from 1877-1898?
- *What factors contributed to continuity and change in the “New South” from 1877-1898?
- How did cultural and economic factors affect immigration patterns, and what were the various social and political responses?
- *How did increased economic opportunity lead to the development of the middle class?
- What were the similarities and differences between political parties in the Gilded Age?

Unit Enduring Understandings

- Experimentation and innovation are critical to personal growth and ideas as well as societal progress and advancement.
- Advancements in farming technology and the development of railroads transformed the economic and political nature of the West.
- Competition for land created conflict with Native Americans and shaped United States policy.
- *Sharecropping and tenant farming, and USSC rulings such as *Plessy v. Ferguson* shaped the social and economic character of the postwar South, specifically the continued oppression of African Americans.
- The growth of new industrial business models allowed for rapid economic growth and power for large corporations.
- Social and political responses were triggered by an increase in immigration caused by industrial expansion and urbanization.
- Increases in education and middle management jobs led to the development of a middle class.
- *An increase in leisure time and the development of consumer culture allowed the middle class more time to pursue social reform movements.
- Growing discontent with the minimalist role of government led to the rise of the Populist Party.
- Political corruption in the Gilded Age paved the way for the reforms of the Progressive Movement.

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Performance activities
- Quizzes
- Ellis Island Virtual Tour
- Industrialization and Urbanization Game
- Industrialization Gallery Walk
- Comp. Cont. Activity between North and South.
- Impact of Urbanization and Industrialization Research. - How does it compare to today?
- Big Business Leaders Jigsaw
- Thomas Nast Cartoon Analysis
- Research tasks about society during the industrial age
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Development of the West and a New Industrial Age Assessment (Summative Assessment)
- Immigration and Urbanization Assessment (Summative Assessment)
- [Immigration Project](#) (Summative Assessment)

Resources Needed:

- *The Americans*: Chapter 13 “Changes on the Western Frontier 1877-1900,” Chapter 14 “A New Industrial Age 1877-1900,” Chapter 15 “Immigrants and Urbanization 1877-1914” Chapter 16 Life at the Turn of the 20th Century”
- Primary Sources
- *Plessy v. Ferguson* Decision
- Sherman Antitrust Act, 1894
- “The Gospel of Wealth”
- Thomas Nast Cartoons
- *The Men Who Built America*
- *Crash Course*

Unit VII: Reform and Politics in the Gilded Age & the Rise of Progressivism through 1912 (1890-1945)

Unit Summary

In this unit, students will focus on how the United States grew to be increasingly ethnically diverse and analyze the expansion of federal power to meet the challenges of a new century, known as the Progressive Era. Students will analyze challenges that arose during the Gilded Age and understand the ways Progressive reformers and various levels of government combat those challenges for a better society. Students will be able to understand how American culture was greatly transformed with the rise of consumerism, industrial output, and economic opportunities of the middle and upper class.

Standards/Core Ideas/Performance Expectations

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *United States History I*:

- *2020 New Jersey Student Learning Standards: Social Studies:*
 - 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.GeoGM.6.a, 6.1.12.EconEM.6.a, 6.1.12.HistoryCC.6.b, 6.1.12.HistoryCC.6.c, 6.1.12.HistoryCC.6.d, 6.1.12.HistoryCA.6.a
- *2023 New Jersey Student Learning Standards English Language Arts:*
 - Reading: RI.CR.9–10.1, RI.CT.9-10.8, RL.MF.9–10.6, RI.AA.9–10.7
 - Writing: W.IW.9-10.2.B, W.AW.9–10.1.B, W.SE.9–10.6
 - Speaking and Listening: SL.UM.9-10.5, SL.PI.9–10.4, SL.PE.9–10.1.A-D, SL.II.9–10.2
- *2020 New Jersey Student Learning Standards: Computer Science and Design Thinking*
 - 8.1.12.IC.3, 8.2.12.ED.6, 8.2.12.ITH.1, 8.2.12.ETW.1, 8.2.12.EC.2, 8.2.12.ETW.4
- *2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills*
 - 9.4.2.CI.1-2, 9.4.12.CT.2, 9.4.12.IML.8-9

Unit Essential Questions

- How did America grow into its role as a world power?
- What were the goals and effects of the Progressive movement?
- How did Roosevelt, Taft, and Wilson usher in social, political, and economic changes?
- *How did the expansion of American businesses impact the environment and climate change?
- How did the Progressive Era impact Women?
- How does feedback and reflection enhance the writing process?

Unit Enduring Understandings

- The United States transformed from a rural, agricultural economy to an urban, industrial economy.
- The rise of large companies led to social, political, and economic changes.
- The corruption and instability of the Gilded Age led to the rise of the Progressive movement.
- The Progress goals consisted of: protecting social welfare, promoting moral improvement, creating economic reform, and fostering efficiency. While conservation was not a major component of the “progressive agenda” it did feature predominantly in the Roosevelt and Wilson administrations.
- The Progressive era saw a fundamental shift in the role of the government in the economy and in the everyday lives of the American citizen with policies such as: the Pure Food and Drug Act, the enforcement of the Sherman and Clayton AntiTrusts Acts, and the overall increase in government oversight and regulation.
- Progressive goals of greater government intervention and social change were realized under the Roosevelt, Taft, and Wilson administrations through their use of executive authority, cooperation with the legislature, the use of the “bully pulpit” and a national response due to investigative work by journalists such as Jacon Riis and Thomas Nast.
- *The expansion of American business with the growth of rapid industrialization impacted the environment and our daily lives. Progressive reformers tried to address environmental changes that occurred during the Gilded Age; some of which have been long-lasting and are still being felt today.
- Women were dramatically impacted by the Progressive Era. They saw greater participation in political activism in response to the Gilded Age. In addition, women also gained the right to vote and fully participate in the political realm of American Society. Many of the organizations women founded greatly aided the social ills of American society.
- Feedback is an integral part of the writing process. Each time a student turns in a piece of writing and/or works on a piece of writing there is the ability for self and peer reflection. The things that are mentioned throughout that writing process and feedback on the final products can be used moving forward. The writing process looks for growth amongst the students. With this the final unit, as encouraged throughout the year, the students will reflect on their writing as they prepare for their final writing for US I

Evidence of Learning

Formative & Alternative Assessments:

- Classwork
- Homework
- Reading Quizzes
- Chinese Exclusion Act activity
- Tenement Museum activity

Benchmark & Summative Assessments:

- [Progressive Era DBO Paper](#) + [Rubric](#) (Summative Assessment)
- [Life at the Turn of the 20th century Project](#) (Summative Assessment)

Resources Needed:

- *The Americans*: Chapter 14 “A New Industrial Age 1877-1900,” Chapter 15 “Immigrants and Urbanization 1877-1914” Chapter 16 “Life at the Turn of the 20th Century,” Chapter 17 “The Progressive Era 1890-1920”

<ul style="list-style-type: none"> ● Document Analysis Stations Activity ● Research tasks ● Individual student check-in with teacher ● Progressive Presidents Instagram Project ● Progressive Presidents Report Card 		<ul style="list-style-type: none"> ● Primary Sources ● Thomas Nast Political Cartoons ● <i>Shame of the Cities</i> ● “The History of the Standard Oil Company” ● <i>The Jungle</i> ● “The New Colossus” ● “Child Labor” ● “New Nationalism” ● Anti-immigration political cartoons ● <i>Crash Course</i> ● <i>The Ultimate Guide to the Presidents</i>
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Section IX: Unit Reflection

The *United States History I* instructional team must confer upon the completion of each instructional unit in the *United States History I* and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *United States History I* curriculum.

Unit Reflection Form: <i>United States History I</i>			
Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			
Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)