

# SOCIAL STUDIES DEPARTMENT

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## US HISTORY I CURRICULUM 2016

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Social Studies Teachers

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Week	Marking Period 1	Week	Marking Period 3
1	The Colonies come of Age	21	The Civil War
2	The War for Independence	22	
3		23	
4	A New Nation	24	
5		25	Reconstruction and its Effects
6		26	
7	Launching the New Nation	27	
8		28	
9		29	Changes on the Western Frontier
10	Balancing Nationalism and Sectionalism	30	
Week	Marking Period 2	Week	Marking Period 4
11		31	
12		32	
13	Reforming American Society	33	A New Industrial Age
14		34	
15	Expanding Markets and Moving West	35	
16		36	
17		37	Immigrants and Urbanization
18	The Union in Peril	38	
19		39	
20		40	

<b>Time Frame</b>	<b>1 Week</b>
<b>Topic</b>	
The Colonies come of Age (Ch. 3)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Can Prosperity be achieved without exploiting or enslaving others?</li> <li>● What does freedom mean, beyond, the right to make money without interference?</li> <li>● Why did England take actions against Massachusetts</li> <li>● How was the loss of land and people for Native Americans a genocide or genocidal in nature?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The colonial system of self-governing colonies was the forerunner of our modern system of self-governing states</li> <li>● The modern South maintains many of its agricultural traditions</li> <li>● The geography of the South contributed to the self-sufficiency of Southern Plantations.</li> <li>● The Northern colonies developed a predominantly urban society, based on commerce and trade.</li> <li>● British victories helped spread the English language throughout North America.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.1.a-b; 6.1.12.B.1.a; 6.1.12.C.1.a-b; 6.1.12.D.1.a	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</li> <li>2. Analyze how gender, property ownership, religion, and legal status affected political rights.</li> <li>3. Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.</li> <li>4. Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</li> <li>5. Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies</li> <li>6. Explain the consequences to Native American groups of the loss of their land and people.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> </ul>	
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. Chapter worksheets</li> <li>2. Graphic Organizer</li> <li>3. Chapter notes</li> <li>4. Political Cartoons</li> <li>5. Section quizzes</li> <li>6. Unit test</li> </ol>	

- 7. Projects
- 8. Open-ended Questions

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

NJSLSA.R1 NJSLSA.R2 NJSLSA.R8. RH.9-10.2. RH.9-10.4. NJSLSA.W1 WHST.9-10.7  
WHST.9-10.9

**Technology Integration**

- **Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. **B. Creativity and Innovation; C. Communication and Collaboration**
- Laptop and Projector
- PowerPoint Presentations
- Google Earth
- Streaming Facts on File
- Stratalogica

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
The War for Independence (Ch. 4)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How would you respond to unfair laws passed by a distant government?</li> <li>● Why did the Townshend Acts anger the colonists?</li> <li>● What ideas influenced the Declaration of Independence?</li> <li>● What economic problems did the Americans face in financing the war?</li> <li>● How did the French forces contribute to the American victory at Yorktown?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.</li> <li>● Conflict between Great Britain and the American colonies grew over issues of taxation, representation and liberty</li> <li>● Tensions increased throughout the colonies until the Continental Congress declared Independence on July 4, 1776</li> <li>● After a series of setbacks, American forces won at Saratoga and survived</li> <li>● Strategic victories in the South and at Yorktown enabled the Americans to defeat the British</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.2.a, 6.1.12.C.2.a, 6.1.12.D.2.a,	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</li> <li>2. Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.</li> <li>3. Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Mock Continental Congress</li> </ul>	
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. Chapter worksheets</li> <li>2. Graphic Organizer</li> <li>3. Chapter notes</li> <li>4. Political Cartoons</li> <li>5. Section quizzes</li> <li>6. Unit test</li> <li>7. Projects</li> <li>8. Open-ended Questions</li> </ol>	

21 <sup>st</sup> Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Skills	X	Information Literacy	X	Media Literacy		
Interdisciplinary Connections							
NJLSA.R1 NJLSA.R2 NJLSA.R8. RH.9-10.2. RH.9-10.4. NJLSA.W1 WHST.9-10.7 WHST.9-10.9							
Technology Integration							
<ul style="list-style-type: none"> <li>● <b>Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. <b>B. Creativity and Innovation; C. Communication and Collaboration</b></li> <li>● Laptop and Projector</li> <li>● PowerPoint Presentations</li> <li>● Google Earth</li> <li>● Streaming Facts on File</li> <li>● ABC CLIO Database</li> <li>● Chromebook</li> </ul> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</p> <p>8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3</p>							

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
A New Nation (Ch. 5)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How much power should the national government have?</li> <li>● What political precedents did the nation's leaders examine in forming the new government</li> <li>● Why was Rodger Sherman's "Three-Fifths Compromise" a success?</li> <li>● What were the arguments made by the Federalist and Antifederalist over adding a bill of rights to the constitution</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.</li> <li>● Americans adopted the Articles of Confederation but found the new government too weak to solve the nation's problems</li> <li>● At the Philadelphia convention in 1787, delegates rejected the Articles of Confederation and created a new constitution</li> <li>● During the debate on the Constitution, the Federalist promised to add a bill of rights in order to get the Constitution ratified.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.2.b, 6.1.12.A.2.c, 6.1.12.A.2.e, 6.1.12.A.2.f, 6.1.12.B.2.a, 6.1.12.B.2.b, 6.1.12.D.2.b, 6.1.12.D.2.d, 6.1.12.D.2.e, 6.1.12.A.2.d	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Evaluate the importance of the Declaration of Independence, The Constitution, and the Bill of Rights to the spread of democracy around the world.</li> <li>2. Compare and contrast state constitutions, including New Jersey's 1776 constitution and determine their impact on the development of American constitutional government.</li> <li>3. Explain how Judicial Review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today</li> <li>4. Examine the emergence of the early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties</li> <li>5. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</li> <li>6. Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</li> <li>7. Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</li> <li>8. Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.</li> <li>9. Determine the impact of African American leaders and institutions in shaping free Black communities in the North.</li> <li>10. Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> </ul>	

- Graphic Organizers
- Chapter Notes
- Open-ended Questions
- Political Cartoons
- Collaborative Work
- Primary Source Readings
- Mock Constitutional Convention

**Assessments**

1. Chapter worksheets
2. Graphic Organizer
3. Chapter notes
4. Political Cartoons
5. Section quizzes
6. Unit test
7. Projects
8. Open-ended Questions

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

NJSLSA.R1 NJSLSA.R2 NJSLSA.R8. RH.9-10.2. RH.9-10.4. NJSLSA.W1 WHST.9-10.7  
WHST.9-10.9

**Technology Integration**

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- Laptop and Projector
- PowerPoint Presentations
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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3



<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
Launching the New Nation (Ch. 6)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How can a government truly represent all of its citizens?</li> <li>● Why did federal law have to be “The Supreme Law of the Land” in the new nation?</li> <li>● Why did the United States want access to the Mississippi River?</li> <li>● Why was the United States concerned about the Louisiana Territory?</li> <li>● What were the provisions of the Treaty of Ghent?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.</li> <li>● President Washington transformed the ideas of the Constitution into a real government.</li> <li>● Events in Europe sharply divided American public opinion in the late 18<sup>th</sup> century.</li> <li>● The United States expanded its borders during the Thomas Jefferson administration.</li> <li>● War broke out again between the United States and Britain in 1812.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.C.2.b, 6.1.12.D.2.c, 6.1.12.A.3.b, 6.1.12.A.3.c, 6.1.12.A.3.d, 6.1.12.A.3.f,	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.</li> <li>2. Relate events in Europe to the development of American trade and American foreign and domestic policies.</li> <li>3. Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</li> <li>4. Assess the role of geopolitics in the development of American foreign relations during this period.</li> <li>5. Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.</li> <li>6. Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Primary Source Readings</li> </ul>	
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. Chapter worksheets</li> <li>2. Graphic Organizer</li> </ol>	

3. Chapter notes
4. Political Cartoons
5. Section quizzes
6. Unit test
7. Projects
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**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

New Jersey Student Learning Standards - RH.11-12.1-10, WHST.11-12.1-10, WHST.9-10.9

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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
Balancing Nationalism and Sectionalism (Ch. 7)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Would you support the federal or state government?</li> <li>● What effects did the Embargo Act of 1807 and the War of 1812 have on Americans in shipping and foreign trade?</li> <li>● How did Supreme Court rulings strengthen the federal government's control over the economy?</li> <li>● Why did Jackson think that Native Americans should be moved west of the Mississippi?</li> <li>● What were some of Jackson's reasons for opposing the Second Bank of the United States?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Social reform, political compromises, and an expansion of democratic practices.</li> <li>● The North and the South developed different economic systems that led to political differences between the regions.</li> <li>● Nationalism exerted a strong influence in the courts, foreign affairs and westward expansion in the early 1800s.</li> <li>● Andrew Jackson's policies spoke for the common people but violated Native American rights.</li> <li>● Andrew Jackson confronted two important issues during his presidency- states' rights and a national bank.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.3.g, 6.1.12.A.3.h, 6.1.12.A.3.i, 6.1.12.C.3.a, 6.1.12.C.3.b, 6.1.12.D.3.b, 6.1.12.D.3.c	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</li> <li>2. Analyze the various rationales provided as a justification for slavery.</li> <li>3. Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.</li> <li>4. Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.</li> <li>5. Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</li> <li>6. Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.</li> <li>7. Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</li> <li>8. Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> </ul>	

- Open-ended Questions
- Political Cartoons
- Collaborative Work
- Primary Source Readings
- Political Cartoon Analysis

**Assessments**

1. Chapter worksheets
2. Graphic Organizer
3. Chapter notes
4. Political Cartoons
5. Section quizzes
6. Unit test
7. Projects
8. Open-ended Questions

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

New Jersey Student Learning Standards - RH.11-12.1-10, WHST.11-12.1-10, WHST.9-10.9

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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3

Time Frame	1 Week
<b>Topic</b>	
Reforming American Society (Ch. 8)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What would you do to improve working conditions?</li> <li>● In what ways did Thoreau’s experiences at Walden reflect transcendental beliefs?</li> <li>● How did various antislavery groups differ in their approach?</li> <li>● What were the main problems facing women in the mid-1800s?</li> <li>● How did factory production change American manufacturing?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Multiple political, social, and economic factors caused American territorial expansion.</li> <li>● A renewal of religious sentiment-known as the Second Great Awakening- inspired a host of reform movements</li> <li>● Slavery became an explosive issue, as more Americans joined reformers working to put an end to it</li> <li>● Women reformers expanded their efforts from movements such as abolition and temperance to include women’s rights</li> <li>● A growing industrial work force faced problems arising from manufacturing under the factory system</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.D.3.d, 6.1.12.D.3.e	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</li> <li>2. Determine the impact of religious and social movements on the development of American culture, literature, and art.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Primary Source Readings</li> <li>● Political Cartoon Analysis</li> </ul>	
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. Chapter worksheets</li> <li>2. Graphic Organizer</li> <li>3. Chapter notes</li> <li>4. Political Cartoons</li> <li>5. Section quizzes</li> <li>6. Unit test</li> <li>7. Projects</li> <li>8. Open-ended Questions</li> </ol>	

<b>21<sup>st</sup> Century Skills</b>							
<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		
<b>Interdisciplinary Connections</b>							
New Jersey Student Learning Standards - RH.11-12.1-10, WHST.11-12.1-10, WHST.9-10.9							
<b>Technology Integration</b>							
<p>o <b>Educational Technology:</b> All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. <b>B. Creativity and Innovation; C. Communication and Collaboration</b></p> <ul style="list-style-type: none"> <li>● Laptop and Projector</li> <li>● PowerPoint Presentations</li> <li>● Google Earth</li> <li>● Streaming Facts on File</li> <li>● ABC CLIO Database</li> <li>● Chromebook</li> </ul> <p>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge. 8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3</p>							

<b>Time Frame</b>	<b>3 Weeks</b>
<b>Topic</b>	
Expanding Markets and Moving West (Ch. 9)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Describe the impact of the market revolution on potential customers.</li> <li>● What were the effects of the U.S. government policies toward Native Americans in the mid-1800s?</li> <li>● How did relations between the Mexicans and Native Americans in the Southwest change after 1821?</li> <li>● How did the issue of slavery affect the debate over the war with Mexico?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The economy of the United States grows, and so does the nations territories, as settlers move west.</li> <li>● The rapid expansion and transformation of the American economy contributed to the regional tensions</li> <li>● Technological changes created greater interaction and more economic diversity among the regions of the nation</li> <li>● Americans moved west, energized by their belief in the rightful expansion of the United States from the Atlantic to the Pacific</li> <li>● Mexico offered land grants to American settlers, but conflict developed over regional and other cultural differences, and the issue of slavery</li> <li>● Tensions over the U.S. annexation of Texas led to war with Mexico, resulting in huge territorial gains for the United States.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.3.a, 6.1.12.A.3.e, 6.1.12.B.3.a, 6.1.12.D.3.a,	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</li> <li>2. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</li> <li>3. Assess the impact of Western settlement on the expansion of United States political boundaries.</li> <li>4. Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Primary Source Readings</li> <li>● Political Cartoon Analysis</li> </ul>	
<b>Assessments</b>	
1. Chapter worksheets	

2. Graphic Organizer
3. Chapter notes
4. Political Cartoons
5. Section quizzes
6. Unit test
7. Projects
8. Open-ended Questions

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

New Jersey Student Learning Standards - RH.11-12.1-10, WHST.11-12.1-10, WHST.9-10.9

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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3



<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
The Union in Peril (Ch. 10)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What Northern issues and Southern issues were addressed by the Compromise of 1850?</li> <li>● Why was Popular Sovereignty so controversial?</li> <li>● What were the issues and outcomes of the 1856 election?</li> <li>● Explain the similarities and differences between Lincoln's position on slavery and that of Douglas?</li> <li>● How did Lincoln's election affect the South?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</li> <li>● The growing conflict over slavery divides North and South, dominating the U.S. politics in the early 1850s.</li> <li>● Proslavery and antislavery faction disagreed over the treatment of fugitive slaves and the spread of slavery to the territories.</li> <li>● In the mid-1850s, the issue of slavery and other factors split political parties and led to the birth of new ones.</li> <li>● A series of controversial events heightened the sectional conflict that brought the new nation to the brink of war.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.4.a, 6.1.12.A.4.b	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</li> <li>2. Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Primary Source Readings</li> <li>● Political Cartoon Analysis</li> </ul>	
<b>Assessments</b>	
<ol style="list-style-type: none"> <li>1. Chapter worksheets</li> <li>2. Graphic Organizer</li> <li>3. Chapter notes</li> <li>4. Political Cartoons</li> <li>5. Section quizzes</li> </ol>	

- 6. Unit test
- 7. Projects
- 8. Open-ended Questions

**21<sup>st</sup> Century Skills**

<b>X</b>	Creativity	<b>X</b>	Critical Thinking	<b>X</b>	Communication	<b>X</b>	Collaboration
<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

**Interdisciplinary Connections**

New Jersey Student Learning Standards - RH.11-12.1-10, WHST.11-12.1-10, WHST.9-10.9

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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
The Civil War (Ch. 11)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How did technology affect military strategy during the Civil War?</li> <li>● Contrast the strengths of the North to those of the South?</li> <li>● How did Southerners react to the outcome at Bull Run?</li> <li>● In what ways was the Emancipation Proclamation part of Lincoln’s military strategy?</li> <li>● Why was the war less damaging to the economy in the North than it was in the South?</li> <li>● Why was the battle of Gettysburg a disaster for the South?</li> <li>● How did the power of the federal government increase during the war?</li> <li>● How did the war affect American families?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● North and South struggle in the Civil War as the North tries to restore the Union and end slavery.</li> <li>● The secession of Southern states caused the North and the South to take up arms.</li> <li>● By issuing the Emancipation Proclamation, President Lincoln made slavery the focus of the war.</li> <li>● The Civil War brought about dramatic social and economic changes in American Society.</li> <li>● Key victories at Vicksburg and Gettysburg helped the Union wear down the Confederacy.</li> <li>● The Civil War settled long-standing disputes over states’ rights and slavery.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.4.c, 6.1.12.A.4.d, 6.1.12.B.4.a, 6.1.12.C.4.a, 6.1.12.C.4.b, 6.1.12.D.4.a	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Evaluate how political and military leadership affected the outcome of the Civil War.</li> <li>2. Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</li> <li>3. Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.</li> <li>4. Assess the role that economics played in enabling the North and South to wage war.</li> <li>5. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</li> <li>6. Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Primary Source Readings</li> <li>● Political Cartoon Analysis</li> </ul>	
<b>Assessments</b>	
1. Chapter worksheets	

2. Graphic Organizer
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<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
Reconstruction and its Effects (Ch. 12)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How did the views of Presidents Lincoln and Johnson on reconstruction differ from the views of the Radicals?</li> <li>● What effects did the election of 1866 have on the Republicans' ability to carry out their plan for Reconstruction?</li> <li>● What were the main postwar problems that Reconstruction governments in the South had to solve?</li> <li>● What were some of the similar goals of Scalawags and Carpetbaggers?</li> <li>● How did the Compromise of 1877 bring about an end to Reconstruction?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</li> <li>● As Congress enacts a policy of punishing the South for the Civil War, African Americans struggle to establish new lives.</li> <li>● Congress opposed Lincoln's and Johnson's plans for reconstruction and instead implemented its own plan to rebuild the South.</li> <li>● Various groups contributed to the rebuilding of Southern society after the war</li> <li>● Southern opposition to Radical Reconstruction, along with economic problems in the North, ended Reconstruction.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.B.4.b, 6.1.12.C.4.c, 6.1.12.D.4.b, 6.1.12.D.4.c, 6.1.12.D.4.d, 6.1.12.D.4.e, 6.1.12.A.5.b, 6.1.12.C.5.b	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Analyze the impact of population shifts and migration patterns during the Reconstruction period</li> <li>2. Explain why the Civil War was more costly to America than previous conflicts were.</li> <li>3. Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.</li> <li>4. Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</li> <li>5. Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</li> <li>6. Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</li> <li>7. Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</li> <li>8. Compare and contrast economic development of the North, South, and West in the post-Civil War period.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> </ul>	

- Chapter Notes
- Open-ended Questions
- Political Cartoons
- Collaborative Work
- Primary Source Readings
- Political Cartoon Analysis

**Assessments**

1. Chapter worksheets
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5. Section quizzes
6. Unit test
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<b>X</b>	Skills	<b>X</b>	Information Literacy	<b>X</b>	Media Literacy		

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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
Changes on the Western Frontier (Ch. 13)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What was the government's policy toward Native American land?</li> <li>● What does the American cowboy tradition owe to the Mexican vaquero?</li> <li>● What developments led to the rapid growth of the cattle industry?</li> <li>● How did the railroads help open the West?</li> <li>● What were some of the causes of the farmers' economic problems?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Growing numbers of white settlers move to the west, and Native Americans lose their lands</li> <li>● Pursuit of economic opportunity leads to settlers to push westward</li> <li>● With the help of cowboys, the cattle industry thrives as the Native American culture of the Great Plains declines.</li> <li>● The promise of cheap, fertile land draws thousands of settlers westward to seek their fortunes as farmers.</li> <li>● Settlers face extreme hardships in taming the land.</li> <li>● Farmers band together to address their economic problems giving rise to the populist movement.</li> <li>● Economic troubles lead to clashes over silver and gold as the basis of the monetary system</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.5.c, 6.1.12.B.5.a	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.</li> <li>2. Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Primary Source Readings</li> <li>● Political Cartoon Analysis</li> </ul>	
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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3



<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
A New Industrial Age (Ch. 14)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What national resources were most important for industrialization? Why?</li> <li>● What were the effects of the railroad expansion?</li> <li>● How did economic factors limit industrialization in the South?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.</li> <li>● Industry booms as natural resources, creative ideas and growing markets fuel technological development.</li> <li>● The growth and consolidation of railroads benefit the nation but lead to corruption and regulation.</li> <li>● The expansion of industry in the North results in the growth of big business and in the formation of unions by laborers seeking to better their working conditions and pay.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.A.5.a, 6.1.12.C.5.a, 6.1.12.C.5.c, 6.1.12.D.5.a,	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Relate industrial growth to the need for social and governmental reforms.</li> <li>2. Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.</li> <li>3. Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.</li> <li>4. Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Primary Source Readings</li> <li>● Political Cartoon Analysis</li> </ul>	
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X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
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8.1.12.A.3, 8.1.12.D.1, 8.2.12.A.3

<b>Time Frame</b>	<b>2 Weeks</b>
<b>Topic</b>	
Immigrants and Urbanization (Ch. 15)	
<b>Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What reason did people from other parts of the world have to come to the United States?</li> <li>● What difficulties did immigrants in gaining admission to the United States?</li> <li>● Why did native-born Americans start the Americanization movement?</li> <li>● What housing problems did urban working class families face?</li> <li>● Why did immigrants support political machines?</li> </ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.</li> <li>● The population rises as immigrants supply a willing workforce for urban industrialization and a political base for many urban politicians</li> <li>● New immigrants from southern and Eastern Europe, Asia, the Caribbean, and Mexico face culture shock and prejudice-as well as the opportunity for a better life-in the United States.</li> <li>● The rapid growth of cities creates many challenges: how to provide adequate housing, transportation, water, and sanitation and how to fight fire and crime.</li> <li>● The political machine emerges as cities attempt to deal with the problems of rapid urbanization.</li> </ul>	
<b>Alignment to NJCCCS</b>	
NJCCCS- 6.1.12.B.5.b, 6.1.12.D.5.b, 6.1.12.D.5.c, 6.1.12.D.5.d	
<b>Key Concepts and Skills</b>	
<ol style="list-style-type: none"> <li>1. Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</li> <li>2. Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</li> <li>3. Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</li> <li>4. Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</li> </ol>	
<b>Learning Activities</b>	
<ul style="list-style-type: none"> <li>● Chapter Worksheets</li> <li>● Graphic Organizers</li> <li>● Chapter Notes</li> <li>● Open-ended Questions</li> <li>● Political Cartoons</li> <li>● Collaborative Work</li> <li>● Primary Source Readings</li> <li>● Political Cartoon Analysis</li> </ul>	
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