



Washington Township School District



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.

Course Title:	Advanced Placement United States History 1					
Grade Level(s):	10 th Grade Advanced Placement United States History 1					
Duration:	Full Year:	X	Semester:		Marking Period:	
Course Description:	<p>The Advanced Placement United States History I course is designed to encourage students to learn and use high order cognitive skills that are derived from the discipline of history itself. The course places heavy emphasis on the development of critical thinking and writing skills where students analyze varying historical points of view and then derive their own conclusions, propose alternative strategies and predict future outcomes. The regular interpretation of primary source materials will be expected which fosters the understanding of multicultural issues, gender bias, and the social history of the United States, coupled with economic and political history, thus making it wider in scope than other course levels. It places attention upon understandings equivalent to those gained in a college-level introductory course.</p> <p>Rather than simply demanding content mastery of U.S History I subject matter, this course stresses the development and use of application, analysis, synthesis and evaluation skills. It should be stressed that although the course is, in part, designed to equip students to take the A.P. Exam, success in this course does not guarantee success on the exam. Because of the pace at which content will be covered, students must demonstrate a high level of self-motivation, take responsibility for their own learning, and function on a high independent reading level.</p>					
Grading Procedures:	<ul style="list-style-type: none">• Formal assessments (Tests and Quizzes)• Skills practice and assessments• Projects• Classwork/Homework• Class Participation					
Primary Resources:	<p>Textbook- <i>Give Me Liberty!</i> AP Sixth Edition</p> <p>United States History- Preparing for the Advanced Placement Examination (AMSCO Publication)</p>					

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21st century skills for College and Career Readiness in a global society

Designed by:

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Under the Direction of:

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Written: July 2020

Revised: _____

BOE Approval: _____

Units of Study Overview

1. Exploration and Colonization (1491-1754)
2. The American Revolution (1754-1815)
3. The Expansion of Democracy (1815-1848)
4. The Civil War and Reconstruction (1848-1896)
5. Settling the Far West (1848-1890)

Unit 1 Title: Exploration and Colonization (1491-1754)

Unit Description: The course begins with a study of Pre-Columbian Societies in the Western Hemisphere, and the impact of exploration and colonization of the Americas by European Powers. The focus of colonial societies in the Americas will be on the British colonies, specifically how distinctly American institutions began to develop during the period, and how those societies compared with those of Spanish and French colonies.

Chapter 1- The New World

Chapter 2- Colonial America

Unit Duration: 2-3 weeks

Desired Results

Standard(s):

- 6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Indicators:

- Students will analyze how the environment, specifically climate and geography impact the culture of American Indians
- Students will compare and contrast the relations that Spanish, French, and English settlers had with various Native populations
- Students will compare and contrast the four major colonial regions including New England, the Middle colonies, the Chesapeake, and the Lower South

<ul style="list-style-type: none"> Students will analyze the impacts of Bacon's Rebellion and its impacts on the nature of labor in the American colonies Students will compare and contrast the beliefs and impacts of the Enlightenment and the Great Awakening Students will analyze the role of colonies, as well as the economic policies in a mercantilist economy Students will draw conclusions about future conflict between the American colonies and England, as well as potential complications in intercolonial cooperation 	
<p>Understandings: <i>Students will understand...</i></p> <ul style="list-style-type: none"> The various lifestyles and cultures of native peoples prior to European contact The impact of European contact on American Indians. The factors that led English people to migrate to North America The difference between proprietary, royal, and charter colonies The nature of the relationship between American Indians and American colonists once settled colonial societies became more established The early forms of representative government that took hold in the early to mid seventeenth century The role of women in colonial society and their roles within the family The nature of the economic relationship that existed between the American colonies and England The impact of the Enlightenment on Americans' views of natural rights and government The differences between the colonial regions as well as inherent prejudices colonists held against those in other regions 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What were the major patterns of Native American life in North America before Europeans arrived? What were the chief features of the Spanish empire in America? What were the main contours of English colonization in the seventeenth century? What made the various regions of English colonies unique? How did the English empire in America expand in the mid-seventeenth century? How was slavery established in the Western Atlantic world? What major social and political crises rocked the colonies in the late seventeenth century? What concepts and institutions dominated colonial politics in the eighteenth century?
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Evaluate the treatment of American Indians by Spanish conquistadors by reading documents written by Christopher Columbus and Bartolome de las Casas and discussing whether a figure like Columbus belongs on the Wall of Fame or Wall of Shame Evaluate the impact of the Columbian Exchange on the populations of the New World and Europe Develop a presentation to recruit settlers to the colony of their choice, citing specific factors such as climate and geography, economic opportunities, and religious considerations. Take on the role of a colonial region or European power in a mercantilism simulation activity Evaluate each individual colony as it relates to the level of freedom in each colony and display your evaluation in a ranking for each colony 	<p>Other Evidence:</p> <ul style="list-style-type: none"> Teacher observations Class participation Informal checks for understanding, i.e. Nearpod, Ed Puzzle responses, and exit tickets In-class discussions and on-line discussion boards Group work and collaboration In class role-play and simulation activities Comparison studies of similar concepts over different time periods Homework Teacher-created quizzes and readings assessments Teacher-created unit tests AP skills exercises and assessments

Benchmarks:**New World Quiz****Colonial America SAQ****Colonial America Test****Colonial Recruitment Project****Learning Plan****Learning Activities:****Chapter 1- The New World****Summer Assignment and Review (3-4 days)**

- Analyze how the environment, specifically climate and geography impact the culture of American Indians
- Compare and contrast the relations that Spanish, French, and English settlers had with various Native populations
- Evaluate the treatment of American Indians by Spanish conquistadors by reading documents written by Christopher Columbus and Bartolome de las Casas and discussing whether a figure like Columbus belongs on the Wall of Fame or Wall of Shame
- Evaluate the impact of the Columbian Exchange on the populations of the New World and Europe

Chapter 2- Colonial America**Comparison of English Colonies (3-4 days)**

- Evaluate each individual colony as it relates to the level of freedom in each colony and display your evaluation in a ranking for each colony
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Development of Colonial America (4-6 days)

- Assume the role of a colonial region or European power in a mercantilism simulation activity
- Describe nature of the relationship between American Indians and American colonists once settled colonial societies became more established
- Explain how early forms of representative government took hold in the early to mid seventeenth century
- Describe the role of women in colonial society and their roles within the family
- Analyze nature of the economic relationship that existed between the American colonies and England
- Analyze the impact of the Enlightenment on Americans' views of natural rights and government

Resources:

- Mercantilism Game (Teacher created- Eppolite)
- Roots Clip- The Slave Trade
- Kahn Academy Bacons Rebellion: https://www.youtube.com/watch?v=Z_VpwQ-yTa4
- Stono Rebellion clip from YouTube <https://www.youtube.com/watch?v=6zvcS2tlKS4>
- King Phillips War Excerpt- 500 Nations https://www.youtube.com/watch?v=_DCFIJ26EaI
- Crash Course US History Episodes 1,2,3
- Social Studies 9-12 Folder

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

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

4.0	Students will be able to: <ul style="list-style-type: none"> Create a case study of each colony that shows the scale and primary agricultural products produced, along with the primary economic activities of each colony.
3.0	Students will be able to: <ul style="list-style-type: none"> Create a presentation to recruit settlers to an English colony, citing specific economic opportunities, demographics, political institutions, and geographical conditions.
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize and recall specific vocabulary, including: demographics, climate, tobacco, maize, subsistence farming, and backcountry
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

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

4.0	Students will be able to: <ul style="list-style-type: none"> Write a document-based essay (DBQ) analyzing the extent to which the beliefs of the American Revolution were connected to the effects of the Enlightenment
3.0	Students will be able to: <ul style="list-style-type: none"> Explain how the Mayflower Compact and House of Burgesses, while in no way meant to be a threat to English sovereignty, became important building blocks for colonial self-government and popular participation in government
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize and recall specific vocabulary, including: freedom of the press, representative government, colonial assembly, Mayflower Compact, House of Burgesses, Zenger Trial, John Locke, and natural rights
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, compare mercantilist trade policies of the Colonial Period to free trade policies that have dominated since 1945
Struggling Learners	Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. For example, provide links to online review resources such as Khan Academy video on Bacon's Rebellion and Crash Course U.S. History Episodes 1,2, and 3.
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:

	<ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504	<p>Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.</p>

Interdisciplinary Connections

Indicators:

Sociology-

4.1 Students will identify common patterns of social inequality.

4.2 Students will analyze the effects of social inequality on groups and individuals

4.3 Students will explain the relationship between social institutions and inequality

4.4 Students will assess responses to social inequality.

ELA/Literacy-

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Unit 2 Title: The American Revolution (1754-1815)

Unit Description: This unit begins with the French and Indian War, the results of which expose critical misunderstandings about natural rights and the nature of the Anglo-American colonial relationship. The ideas that the American Revolution was built on and the founding documents will be covered in depth as students begin to apply American ideals and the American Identity to their own lives. The unit concludes as the nation meets several crucial challenges in the early decades of the republic both domestically and in foreign affairs.

Unit Duration: 8-10 weeks

Desired Results

Standard(s):

- 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.HistoryCC.1.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.

Indicators:

- Students will develop an argument for a specific definition and timeframe for the American Revolution
- Students will identify the key philosophical misunderstandings that lead to a breakdown in relations between the British government and its colonies
- Students will identify the characteristic principles of the American republic as outlined in the Declaration of Independence
- Students will develop a thesis explaining what factor was most responsible for the break between the American Colonies and the British Empire
- Students will advocate for compromises that benefit their states in a mock constitutional convention
- Students will analyze the limitations on civil liberties during the Adams Administration in the context of limitations on civil liberties at other times in American History
- Students will develop a thesis explaining how closely the Jeffersonian Republicans and Federalists stuck to their political principles between 1801 and 1817

Understandings:

Students will understand...

- The structure of the American colonial governments and how they mirrored the British government
- The causes of the fiscal crisis that led to a dramatic change in Great Britain's policy of salutary neglect
- The issues and misunderstandings between Americans and the British government that led to American independence in 1776
- The ideals and values that were important to Americans in the aftermath of the American Revolution
- Antifederalist concerns raised during the ratification process lead to the creation of the Bill of Rights
- How the American Revolution affected various social groups, such as working class white men, women, African-Americans, and American Indians
- The conflicts that arose during the Constitutional Convention of 1787 and explain how several key compromises made the convention successful
- The key aspects of the Constitution of 1787 and explain the applications of the Constitution in the present day
- The contrasting ideas between the founders concerning the balance of individual liberty and maintaining law and order in the new nation
- The advice George Washington left for the American people in his Farewell address and evaluate the extent to which the American people and their elected representatives have taken Washington's advice
- Compare and contrast Thomas Jefferson's principles with the major actions that he took during his presidency
- The background of the Marbury v. Madison case and how the principle of judicial review made the Supreme Court an influential branch of government
- The major foreign policy issues that led to the War of 1812

Essential Questions'

- What was the impact of the Seven Years' War on imperial and Indian-white relations?
- What key events marked the move toward American Independence?
- How were American forces able to prevail in the Revolutionary War?
- What was the impact of the Revolution on slavery and the status of women?
- What were the achievements and problems of the Confederation government?
- What major disagreements and compromises molded the final content of the Constitution?
- How did the definition of citizenship in the new republic exclude Native Americans and African-Americans?
- What issues made the politics of the 1790s so divisive?
- What were the achievements and failures of Thomas Jefferson's presidency?
- What were the causes and significant results of the War of 1812?

Assessment Evidence

Performance Tasks'

- Compare and contrast the American and British perspectives concerning key events leading up to the American Revolution
- Compare and contrast the British government and the colonial governments in the British colonies
- Trace the development of a uniquely American perception of government and its responsibility toward its citizens
- Select the most convincing argument amongst those points made for independence by Thomas Paine in *Common Sense*.
- Evaluate to what extent equality became a stronger component of American freedom after the Revolution
- Identify the problems in the Articles of Confederation and explain how those problems were addressed in the Constitution of 1787

Other Evidence:

- Teacher observations
- Class participation
- Informal checks for understanding, i.e. Nearpod, Ed Puzzle responses, and exit tickets
- In-class discussions and on-line discussion boards
- Group work and collaboration
- In class role-play and simulation activities
- Comparison studies of similar concepts over different time periods
- Homework
- Teacher-created quizzes and readings assessments

- Take on the role of a delegate to the Constitutional Convention and negotiate compromises on controversial issues that would most benefit your state
- Compare and contrast the arguments of Federalists and Antifederalists in their disagreement over ratification of the Constitution
- Contrast the beliefs of the Democratic-Republicans and Federalists of the 1790s and 1800s and identify different issues they disagreed on
- Create a principle, generalization or rule as to what government actions meant to restrict civil liberties for the purpose of keeping the nation secure are permissible and which are not
- Identify errors made by the Jefferson and Madison administrations in addressing foreign policy issues that eventually led to the War of 1812
- Draw conclusions about the impacts of the War of 1812 by looking at the turn of events that led to the drafting of the Star Spangled Banner

- Teacher-created unit tests
- AP skills exercises and assessments

Benchmarks:

Road to Revolution Newscast

American Revolution Readings Quiz

Causes of the American Revolution LEQ

American Revolution to Constitution Test

Republican Experiment Readings Quiz

Republican Experiment Test

Jeffersonians DBQ

Learning Plan

Learning Activities:

Chapter 3- American Revolution

The Road to Revolution (8 days)

- Identify the key philosophical misunderstandings that lead to a breakdown in relations between the British government and its colonies
- Explain the structure of the American colonial governments and how they mirrored the British government
- Describe specific events leading up to the American Revolution and include both American, British, patriot, loyalist, American Indian, slave, and women's perspectives

Independence and War (5 days)

- Identify the key points in Thomas Paine's Common Sense
- Explain the advantages of both the Americans and British in the Revolutionary War
- Describe the impact of the struggle for independence on marginalized groups such as women, loyalists, African-Americans, and American Indians
- Identify the characteristic principles of the American republic as outlined in the Declaration of Independence

Chapter 4- Confederation to Constitution (8 days)

- Identify the problems in the Articles of Confederation and explain how those problems were addressed in the Constitution of 1787
- The conflicts that arose during the Constitutional Convention of 1787 and explain how several key compromises made the convention successful
- Compare and contrast the arguments of Federalists and Antifederalists in their disagreement over ratification of the Constitution

Chapter 5- The Republican Experiment

The Federalist Era (10 days)

- Describe the contrasting ideas between the founders concerning the balance of individual liberty and maintaining law and order in the new nation
- Contrast the beliefs of the Democratic-Republicans and Federalists of the 1790s and 1800s and identify different issues they disagreed on
- Describe the advice George Washington left for the American people in his Farewell address and evaluate the extent to which the American people and their elected representatives have taken Washington's advice

The Jeffersonian Revolution (10 days)

- Explain the background of the Marbury v. Madison case and how the principle of judicial review made the Supreme Court an influential branch of government
- Identify errors made by the Jefferson and Madison administrations in addressing foreign policy issues that eventually led to the War of 1812
- Analyze how closely the Jeffersonian Republicans and Federalists stuck to their political principles between 1801 and 1817

Resources:

- Crash Course US History Episodes 5-11
- Last of the Mohicans
- Roots (Kunta Kinte joins Lord Dunmore's regiment)
- The Patriot (selected scenes)
- Gordon Wood Thesis- Radicalism of the American Revolution
- Creating a Constitution video https://www.youtube.com/watch?v=q5P4pTrF_yI Ed Puzzle version available in WTHS content
- Mr. Betts parody- XYZ Affair- <https://www.youtube.com/watch?v=sXdBP8NoI8U>
- The Ultimate Guide to the Presidents
- Tom Richey Federalists/Democratic-Republicans video https://www.youtube.com/watch?v=Zt4ImLK_OUc
- Marbury v. Madison <https://www.youtube.com/watch?v=hjVAGF-N8oQ>
- First Invasion War of 1812
- Social Studies 9-12 Folder

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

4.0	Students will be able to: <ul style="list-style-type: none"> Play a role as a party leader in a debate over whether the Federalists or Democratic Republicans had a better vision for the future of the United States on a number of different political issues
3.0	Students will be able to: <ul style="list-style-type: none"> Write an article on one political issue that was debated between Federalists and Democratic Republicans, outlining why their party of choice had the better ideas for the nation's future
2.0	Students will be able to: <ul style="list-style-type: none"> Chart the differences between the Federalists and Democratic-Republicans
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

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

4.0	Students will be able to: <ul style="list-style-type: none"> Write a DBQ defending a thesis for what beliefs and ideas played the most critical role in the breakdown in relations between the American Colonies and the British Empire
3.0	Students will be able to: <ul style="list-style-type: none"> Analyze documents written by John Locke, John Dickinson, Thomas Paine, and Thomas Jefferson and connecting their main points with aspects of the United States' Declaration of Independence and Constitution
2.0	Students will be able to: <ul style="list-style-type: none"> Read selected sections of the Declaration of Independence and outline the core beliefs behind the creation of the American Republic
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, compare and contrast what Americans were looking for in their leaders during the early decades of the republic versus what Americans look for today.
Struggling Learners	Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. For example, provide links to Creating a Constitution video, links to Presidents videos on You Tube, the Marbury v. Madison YouTube video, and the Tom Richey Federalists-Democratic Republicans video, along with links to Crash Course U.S. History Episodes 5 through 11.
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf

Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:

Sociology-

- 4.1 Students will identify common patterns of social inequality.
- 4.2 Students will analyze the effects of social inequality on groups and individuals
- 4.3 Students will explain the relationship between social institutions and inequality
- 4.4 Students will assess responses to social inequality.

ELA/Literacy-

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy
Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Unit 3 Title: The Expansion of Democracy (1815-1848)

Unit Description: The Expansion of Democracy unit will focus not only on the expansion of the voting population, but also the expansion of the American economy through the Market Revolution and American territory. The unit will also include a close look at the uniquely American paradox of the period; while opportunities abounded for many white Americans the nation became more economically tied to the institution of slavery, and socially more committed to white supremacy in response to the reformist impulses of the 1830s and 1840s.

Unit Duration: 8-10 weeks

Desired Results

Standard(s):

- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
- 6.1.12.HistoryDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.HistoryDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.

- 6.1.12.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.EconNE.5.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods, e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian.
- 6.1.12.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
- 6.1.12.HistoryCC.3.a: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.HistoryCC.3.b: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Indicators:

- Students will draw conclusions about the beliefs and values of the American People based on the popularity of Andrew Jackson in the 1810s and 1820s
- Students will discuss the conflict that occurred between South Carolina and the federal government in the 1830s and how this conflict was a harbinger of future state and federal controversies
- Students will differentiate between the rights that working class white men gained during the Age of Jackson from the rights that women, African-Americans, and American Indians either lacked or lost.
- Students will compare and contrast the economies of the North and South during the early 19th century and explain how the differences created sectionalism

- Students will judge whether or not the reform movements of the 19th century expanded democratic ideals
- Students will compare and contrast sectional beliefs about Manifest Destiny and the degree to which people of each region supported expansionist goals
- Students will list and evaluate President Polk's reasons for war against Mexico in 1846

Understandings:

Students will understand...

- The various rulings made by the Marshall Court between 1801 and 1835
- The reasons why some historians consider the period after the War of 1812 to be "The Era of Good Feelings"
- The reasons why Missouri's application for statehood caused a controversy in Congress
- The reasons why Andrew Jackson wanted to destroy the 2nd National Bank and how he was successful in doing so
- The reasons why Jefferson's original plans for American Indian integration into American society gave way to a policy of universal forced Indian Removal by 1830
- The culture and conflicts in mid-19th century New York City by viewing several clips of the film Gangs of New York
- Why nativist sentiments began to develop in the 1840s and 1850s
- The disproportionate political power of southern slaveholders
- How the southern code of honor and violent traditions helped to bring about the Civil War
- The impact of Nat Turner's Rebellion
- The main arguments southerners used to defend slavery by reading through document excerpts of pro-slavery southern thinkers
- Why virtually all segments of southern society supported the slave system despite the fact that only about 25% of southern families owned slaves by 1860
- The impact of the various reform movements, their goals, methods, and the societal problems they sought to address
- How Americans found themselves in conflict with Mexico over policy toward Texas and the disputed border with Texas
- The sectional differences over the Mexican War
- How several key inventions such as the telegraph, steel plow, and mechanical reaper helped to facilitate westward expansion and migration

Essential Questions'

- What were the social bases for the flourishing democracy of the early mid-nineteenth century?
- What were the main elements of the Market Revolution and how did the Market Revolution spark social change?
- How did the meanings of American freedom change in the antebellum period?
- What efforts were made in the antebellum period to strengthen the economic integration of the nation, and what major crises hindered these efforts?
- What were the major areas of conflict between nationalism and sectionalism?
- In what ways did Andrew Jackson embody the contradictions of democratic nationalism?
- How did the Bank War influence the economy and party competition?
- How did slavery shape social and economic relations in the Old South?
- What were the legal and material constraints on slaves' lives and work?
- What were the major forms of resistance to slavery?
- What were the major reform movements and goals of antebellum reform?
- How did abolitionism challenge barriers to racial equality and free speech?
- What were the diverse sources of the antebellum women's rights movement and its significance?
- What were the major factors contributing to U.S. territorial expansion in the 1840s?

Assessment Evidence

Performance Tasks'

- Assess the extent to which the Marshall Court fulfilled the wishes of the Federalist President John Adams, who appointed Marshall to the Supreme Court
- Assess the validity of the label "Era of Good Feelings" for the period 1815-1824
- Compare and contrast the nature of American foreign policy before the War of 1812 versus after the war
- Trace the development of the Market Revolution, identifying important advancements in transportation, technology, and contributions from the government
- Identify errors or potential problems with the way that the United States Constitution addressed the issue of slavery
- List and describe the various reform movements, their goals, methods, and the societal problems they sought to address
- Evaluate the various historical interpretations of Jacksonian Democracy
- Evaluate the case for whether or not Texan Independence, Oregon Missionaries, and the Mormon Migration are examples of Manifest Destiny

Other Evidence:

- Teacher observations
- Class participation
- Informal checks for understanding, i.e. Nearpod, Ed Puzzle responses, and exit tickets
- In-class discussions and on-line discussion boards
- Group work and collaboration
- In class role-play and simulation activities
- Comparison studies of similar concepts over different time periods
- Homework
- Teacher-created quizzes and readings assessments
- Teacher-created unit tests
- AP skills exercises and assessments

- Evaluate the validity of President James K. Polk's reasons for going to war by looking at his war message and Abraham Lincoln's objections

Benchmarks:

- **Marshall Court LEQ**
- **Jacksonian Democracy Debate**
- **Jacksonian Democracy Test**
- **Slave Codes Study**
- **Slave Narrative Discussion Board**
- **Nat Turner Fame or Shame?**
- **Market Revolution Test**
- **Jackson Historiography Study**
- **Modern Day Reformer Project**
- **Lincoln-Polk Document Study**
- **Westward Expansion and Migration Test**

Learning Plan

Learning Activities:

Chapter 6- Jacksonian Democracy

Early American Nationalism (6 days)

- Draw conclusions about the beliefs and values of the American People based on the popularity of Andrew Jackson in the 1810s and 1820s
- Explain the various rulings made by the Marshall Court between 1801 and 1835
- Evaluate the validity of the label "The Era of Good Feelings" for the period after the War of 1812
- Explain reasons why Missouri's application for statehood caused a controversy in Congress
- Explain how the Monroe Doctrine promoted continuity and change in America's foreign policy

The Age of Jackson (10 days)

- Describe the causes and effects of the expansion of the voting population in the 1810s and 1820s
- Explain the conflict that occurred between South Carolina and the federal government in the 1830s and how this conflict was a harbinger of future state and federal controversies
- Differentiate between the rights that working class white men gained during the Age of Jackson from the rights that women, African-Americans, and American Indians either lacked or lost.
- Explain the reasons why Andrew Jackson wanted to destroy the 2nd National Bank and how he was successful in doing so

Chapter 7- The Market Revolution

Development of Regional Economies (8 days)

- Compare and contrast the economies of the North and South during the early 19th century and explain how the differences created sectionalism
- Trace the development of the Market Revolution, identifying important advancements in transportation, technology, and contributions from the government
- Describe the slave system and its effects on slaves, slave families, women, and non-slaveholders as well as the effects on regional economics and the overall exports of the United States

Reforming America (8 days)

- Describe the impact of the various reform movements, their goals, methods, and the societal problems they sought to address
- Judge whether or not the reform movements of the 19th century expanded democratic ideals

Chapter 8- Westward Expansion and Migration (10 days)

- Describe the major factors contributing to U.S. territorial expansion in the 1840s
- Compare and contrast sectional beliefs about Manifest Destiny and the degree to which people of each region supported expansionist goals
- Evaluate the case for whether or not Texan Independence, Oregon Missionaries, and the Mormon Migration are examples of Manifest Destiny
- Evaluate the validity of President James K. Polk's reasons for going to war by looking at his war message and Abraham Lincoln's objections

Resources:

- Crash Course US History Episodes 12-17
- The Ultimate Guide to the Presidents
- The Conquerors- Andrew Jackson
- Roots
- The Abolitionists- PBS American Experience
- Gangs of New York
- The Story of Us
- Federal Writer's Project Slave Narratives <https://www.loc.gov/collections/federal-writers-project/about-this-collection/>
- Social Studies 9-12 Folder

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).

4.0	Students will be able to: <ul style="list-style-type: none"> Write a DBQ evaluating the extent to which reform movements expanded democratic ideals during the Antebellum period
3.0	Students will be able to: <ul style="list-style-type: none"> Create a project covering one reform movement in depth while making connections to modern day political and social reforms
2.0	Students will be able to: <ul style="list-style-type: none"> Create a chart that covers the key figures, goals, and achievements of various reform movements of the Antebellum period, including the Transcendentalist Movement, Utopian societies, Women's Rights, Abolition, reforms for the mentally ill, and public education
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 6.1.12.Civics.PI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era

4.0	Students will be able to: <ul style="list-style-type: none"> Write a Long Essay (LEQ) evaluating the extent to which John Marshall fulfilled the hopes of president John Adams when he appointed Marshall to promote Federalist principles from the judicial branch of the federal government
3.0	Students will be able to: <ul style="list-style-type: none"> Participate in a jigsaw activity where they will teach classmates about the background, ruling, and significance of one of the major cases of the Marshall Court and learn about the other Marshall Court cases
2.0	Students will be able to: <ul style="list-style-type: none"> Explain the background, ruling, and significance of one of the major cases of the Marshall Court between 1801-1835 on a chart
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, compare the rulings of the Marshall Court of the early nineteenth century and its impacts with the rulings of the Warren court of the mid twentieth century.
Struggling Learners	Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. For example, provide links to Presidents videos (Monroe through Polk) and links to Crash Course Episodes 12-17
English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf

Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:

Sociology-

- 4.1 Students will identify common patterns of social inequality.
- 4.2 Students will analyze the effects of social inequality on groups and individuals
- 4.3 Students will explain the relationship between social institutions and inequality
- 4.4 Students will assess responses to social inequality.

ELA/Literacy-

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
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Civic Literacy

Environmental Literacy
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Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Unit 4 Title: The Civil War and Reconstruction

Unit Description: The Civil War unit will explore the social, political, and economic reasons why the South seceded from the Union and explore the political doctrines at the root of the secession movement. The Civil War unit will explain in detail President Lincoln's handling of the war in regards to the seceded South, border states, and the status of American slaves. The unit will conclude with a detailed study of the revolution in human rights that was brought on by Congress in the years after the Civil War, and evaluate both the short-term and long-term effectiveness of those policies, headlined by the 13th, 14th, and 15th Amendments.

Unit Duration: 8-10 weeks

Desired Results

Standard(s):

- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the Civil War.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.

- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Indicators:

- Students will develop an argument for what factor was the primary cause of the sectional crisis between the North and South
- Students will summarize the fallout from each major event of the 1850s, focusing on why each event further divided the North and South
- Students will predict what will happen to the political spectrum in the United States after the Supreme Court's ruling in the *Dred Scott* case
- Students will classify each candidate in the Election of 1860 on the political spectrum
- Students will summarize the ways in which the Union conducts the war differently than other wars prior to the Industrial Revolution
- Students will summarize the major pieces of Reconstruction legislation, most notably the 13th, 14th, and 15th Amendments
- Students will summarize the major events and trends that led to a decline in Reconstruction and the establishment of Jim Crow segregation between 1873 and 1915

Understandings:

Students will understand...

- Why the territorial expansion of the 1840s created a sectional crisis in the 1850s
- Why the Fugitive Slave Act of 1850 and its effects were so inflammatory in both the North and South
- Why the Kansas-Nebraska Act was so divisive both culturally and politically

Essential Questions'

- Why did the expansion of slavery become the most divisive political issue of the 1840s and 1850s?
- What combination of issues and events fueled the creation of the Republican Party in the 1850s?
- What were the final steps on the road to secession?
- Why is the Civil War considered the first modern war?
- How did a war to preserve the Union become a war to end slavery?
- How did the Civil War transform the national economy and create a stronger nation-state?
- How did the war effort and leadership problems affect the society and economy of the Confederacy?

<ul style="list-style-type: none"> • The political spectrum of the 1850s in terms of both the North and South, Republican and Democrat, and centrist, moderate, and radical • The ruling in the Supreme Court case <i>Dred Scott v. Sanford</i> and its ramifications • The challenges faced by Union president Abraham Lincoln and Confederate president Jefferson Davis • The most crucial advantages and challenges of the Union and Confederacy in the Civil War • The motivations of soldiers on the Union and Confederate sides of the Civil War • The considerations Abraham Lincoln had to take into account when dealing with the issue of slavery during the Civil War • The reasons why the battles of Bull Run, Antietam, Gettysburg, Vicksburg, Atlanta, and Petersburg had important military and political impacts on the outcome of the Civil War • The momentous challenges facing the U.S. in 1865 after the Civil War and assassination of president Abraham Lincoln • The ways that southern states and citizens attempted to restore white supremacy after the Civil War • How “Radical Reconstruction” began, and what factors contributed to its decline • The state of race relations during the Jim Crow Era and how the Supreme Court defended segregation • The various historical interpretations of the Reconstruction period beginning with the Dunning School analysis of the early twentieth century • The various hardships African-Americans faced during the Jim Crow Era, including segregation, convict leasing, disenfranchisement, racial covenants, and racial violence such as lynchings 	<ul style="list-style-type: none"> • What were the military and political turning points of the Civil War? • What visions of freedom did the former slaves and slaveholders pursue in the postwar South? • What were the sources, goals, and competing visions for Reconstruction? • What were the social and political effects of Radical Reconstruction in the South? • What were the main factors in both the North and South, for the overthrow of Reconstruction? • How did the liberties of African-Americans after 1877 give way to legal segregation across the South?
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Assessment Evidence

<p>Performance Tasks¹</p> <ul style="list-style-type: none"> • Portray one major event leading up to the Civil War and present all Northern, Southern, and Unionist perspectives in your presentation • Use factual evidence to predict what may have happened in 1850 between the North and South if Zachary Taylor had not died in office • Locate free, slave, and border states, and new territories and rivers for the Sectional Crisis map • Evaluate John Brown and make a case for him for the Wall of Fame or Wall of Shame • Evaluate the best way to handle various issues such as diplomacy, military preparations, and public opinion from the perspective of the Union or Confederate leadership • Compare and contrast the roles of the Union and Confederates with those of the Americans and British in the Revolutionary War • Compare and contrast the diplomatic efforts of the Union and Confederacy during the Civil War • Compare and contrast the economic issues faced by the North and South during the Civil War 	<p>Other Evidence:</p> <ul style="list-style-type: none"> • Teacher observations • Class participation • Informal checks for understanding, i.e. Nearpod, Ed Puzzle responses, and exit tickets • In-class discussions and on-line discussion boards • Group work and collaboration • In class role-play and simulation activities • Comparison studies of similar concepts over different time periods • Homework • Teacher-created quizzes and readings assessments • Teacher-created unit tests • AP skills exercises and assessments
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- Create your own Reconstruction plan citing important facts in 1865 and addressing the major questions facing the nation after the Civil War
- Select the most crucial piece of Reconstruction legislation for protecting the civil rights of former slaves
- Judge whether Reconstruction was a success or failure
- Evaluate the system of sharecropping and explain whether you think it was a viable way for former slaves to work their way up the social ladder
- Research examples of Jim Crow Laws from various states and draw conclusions based on the common threads you notice in different states
- Decide who between Booker T. Washington and W.E.B. DuBois would be the best Civil Rights leader to follow in the early twentieth century

Benchmarks:

- **Sectional Crisis Newscast and Perspectives Study**
- **John Brown- Fame or Shame?**
- **Sectional Crisis-Civil War Test**
- **Causes of the Civil War LEQ**
- **Reconstruction success or failure essay**
- **Reconstruction and Redemption Test**
- **Reconstruction Historiography Study**

Learning Plan

Learning Activities:

Chapter 9- The Sectional Crisis (12 days)

- Explain why the territorial expansion of the 1840s created a sectional crisis in the 1850s
- Describe the political spectrum of the 1850s in terms of both the North and South, Republican and Democrat, and centrist, moderate, and radical
- Summarize the fallout from each major event of the 1850s, focusing on why each event further divided the North and South
- Explain why seven southern states seceded from the Union when Republican Abraham Lincoln was elected president in 1860.

Chapter 10- The Civil War (12 days)

- Summarize the ways in which the Union conducts the war differently than other wars prior to the Industrial Revolution
- Describe the considerations Abraham Lincoln had to take into account when dealing with the issue of slavery during the Civil War
- Describe the motivations of soldiers on the Union and Confederate sides of the Civil War
- Compare and contrast the roles of the Union and Confederates with those of the Americans and British in the Revolutionary War

Chapter 11- Reconstruction and Redemption

The Rise and Fall of “Radical Reconstruction” (10 days)

- Explain how “Radical Reconstruction” began, and what factors contributed to its decline
- Describe the momentous challenges facing the U.S. in 1865 after the Civil War and assassination of president Abraham Lincoln
- Summarize the major pieces of Reconstruction legislation, most notably the 13th, 14th, and 15th Amendments
- Explain the ways that southern states and citizens attempted to restore white supremacy after the Civil War

The Jim Crow Era (8 days)

- Summarize the major events and trends that led to a decline in Reconstruction and the establishment of Jim Crow segregation between 1873 and 1915
- Describe the state of race relations during the Jim Crow Era and how the Supreme Court defended segregation
- Describe the various hardships African-Americans faced during the Jim Crow Era, including segregation, convict leasing, disenfranchisement, racial covenants, and racial violence such as lynchings

Resources:

- Crash Course US History Episodes 18-22
- The Ultimate Guide to the Presidents
- The Abolitionists- PBS American Experience
- The Story of Us
- The Free State of Jones
- Mississippi Burning
- Roots
- Reconstruction- America after the Civil War- PBS- Henry Louis Gates
- Vox "Missing Chapters" videos- The Lost Cause, Wilmington Massacre, Massacre of Tulsa's "Black Wall Street"
- Slavery by Another Name, PBS
- Jim Crow of the North- Racial Covenants in Minneapolis and other northern cities (Minneapolis PBS)
- <https://www.youtube.com/watch?v=XWQfDbbQv9E>
- Social Studies 9-12 Folder

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

4.0	Students will be able to: <ul style="list-style-type: none"> • Create a newscast featuring multiple perspectives, analyzing multiple documents, to explain how one major event led to the Civil War
3.0	Students will be able to: <ul style="list-style-type: none"> • Chart the political spectrum of the 1850s by placing important characters, political parties, and if applicable, terms from the unit in the appropriate section of the spectrum
2.0	Students will be able to: <ul style="list-style-type: none"> • List and describe key events of the 1850s that led to southern secession and the Civil War in their readings notes
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

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

4.0	Students will be able to: <ul style="list-style-type: none"> • Write a document based essay explaining the success or failure of Reconstruction, considering both the enduring 13th, 14th, and 15th Amendments and the Jim Crow system that became entrenched in the decades after 1876.
3.0	Students will be able to: <ul style="list-style-type: none"> • Create a reconstruction plan that would address the major problems facing the United States following the Civil War including how to readmit former Confederate states back into the Union, what civil rights should former slaves receive, and what punishment is appropriate for the leaders of the Confederate rebellion.
2.0	Students will be able to: <ul style="list-style-type: none"> • List and describe the major pieces of Reconstruction legislation
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, propose a solution for the controversy over Confederate monuments considering the legacy that they commemorate along with their historical significance.
Struggling Learners	Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. For example, provide links to online review materials such as the Civil War Trust videos, the "Reconstruction-America After the Civil War" documentary, Vox "Missing Chapters" videos, Presidents videos, Taylor through Grant, and Crash Course U.S. History Episodes 18-22

English Language Learners	Coordinate with English Language Learner advisor to modify activities where appropriate: http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf
Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> • Variation of time: adapting the time allotted for learning, task completion, or testing • Variation of input: adapting the way instruction is delivered • Variation of output: adapting how a student can respond to instruction • Variation of size: adapting the number of items the student is expected to complete • Modifying the content, process or product <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed here.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here www.udlguidelines.cast.org</p>
Learners with a 504 Refer to page four in the Parent and Educator Guide to Section 504 to assist in the development of appropriate plans.	

Interdisciplinary Connections

Indicators:

Sociology-

- 4.1 Students will identify common patterns of social inequality.
- 4.2 Students will analyze the effects of social inequality on groups and individuals
- 4.3 Students will explain the relationship between social institutions and inequality
- 4.4 Students will assess responses to social inequality.

ELA/Literacy-

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- RL.11-12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

RL.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11-12.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11-12.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Social Justice-

DI.9-12.10 I understand that diversity includes the impact of unequal power relations on the development of group identities and cultures.

JU.9-12.12 I can recognize, describe and distinguish unfairness and injustice at different levels of society.

JU.9-12.13 I can explain the short and long-term impact of biased words and behaviors and unjust practices, laws and institutions that limit the rights and freedoms of people based on their identity groups.

JU.9-12.15 I can identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

Integration of 21st Century Skills

Indicators:

Within the context of key knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration. Standards are taken from:

http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

The curriculum includes not only a focus on mastery of key subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into key subjects:

Themes:

Global Awareness

Civic Literacy

Environmental Literacy

Information, Media, and Technology

Skills:

Think Creatively

Work Creatively with Others

Implement Innovations

Critical Thinking and Problem Solving

Communication and Collaboration

Unit 5 Title: Settling the Far West

Unit Description: The final unit in AP U.S. History I will primarily cover America's seemingly insatiable impulse to expand west. It will begin with conflicts with American Indian tribes between 1860 and 1890 detailing the eventual conquest of the indigenous peoples. The unit will explore the various ways Americans attempted to make a living in the West and conclude with the struggles of southern and midwestern Americans that led to one of the most successful third-party movements in American History known as the Populist Party.

Unit Duration: 2-3 weeks

Desired Results

Standard(s):

- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods, e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian.
- 6.1.12.HistoryCC.3.a: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans
- 6.1.12.EconEM.5.a: Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- 6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- 6.1.12.EconEM.5.a: Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
- 6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.
- 6.1.12.HistoryNM.5.b: Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

- 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

Indicators:

- Students will be able to explain the impact of the transcontinental railroad on the West, from both a cultural and economic standpoint
- Students will be able to explain the key factors that led to the United States conquest of American Indian tribes in the Trans-Mississippi West
- Students will be able to explain the concept of "Kill the Indian, Save the Man," and the ramifications of this belief, particularly on young Native Americans
- Students will be able to explain the various ways American settlers pursued the American Dream in the West, including mining, farming, building infrastructure, and the cattle industry
- Students will be able to distinguish the realities of the West in the late nineteenth century from the myths portrayed in Wild West Shows, dime novels, and western movies

Understandings:

Students will understand...

- How the belief in Manifest Destiny impacted the Americans' relations with western American Indian tribes
- Frederick Jackson Turner's frontier thesis about how the frontier experience shaped the American people and American principles
- The culture of American Indian tribes in the Trans-Mississippi West
- How the decimation of the buffalo herds impacted American Indians on the Great Plains The impact of disease in U.S.-American Indian relations
- The intentions and actions of those who proclaimed to be "Friends of the Indian" as well as the impact of their initiatives on Indian people and tribal sovereignty
- The life of a cowboy within the context of the cattle drives of the mid to late nineteenth century
- The various ways the U.S. Government promoted the settlement of the Trans-Mississippi West
- The ways in which the rise of big business affected farmers in the West
- The problems faced by farmers in the West in the late nineteenth century and how the Populist Party planned to address those issues

Essential Questions'

- How did the United States Government promote settlement of the Trans-Mississippi West?
- What factors led to the conquest of American Indians in the Trans-Mississippi West?
- How was the West transformed economically and socially in this period between 1865 and 1890?
- Was the Gilded Age political system effective in meeting its goals?
- What were the origins and the significance of Populism?

Assessment Evidence

Performance Tasks'

- Evaluate the Jeffersonian plan for dealing with Native American tribes in terms of whether or not the plan is consistent with American principles
- Close read the painting American Progress and synthesize the ideas reflected in the painting and how they relate to other time periods

Other Evidence:

- Teacher observations
- Class participation

- Develop a strategy to address modern day conflicts such as the one surrounding the Dakota Access Pipeline using the historical perspective you gained studying the conflicts with American Indians on the plains
- Evaluate the Dawes Act by voting on Henry Dawes for Fame or Shame
- Evaluate the validity of the label, "The Wild West" by comparing the legend with the facts learned about the development of the Trans-Mississippi West between 1865 and 1900
- Compare and contrast the Populist Movement of the 1890s with modern day Populist impulses on both the political right with the Trump Coalition, and political left with Democratic Progressives like Bernie Sanders and Elizabeth Warren

- Informal checks for understanding, i.e. Nearpod, Ed Puzzle responses, and exit tickets
- In-class discussions and on-line discussion boards
- Group work and collaboration
- In class role-play and simulation activities
- Comparison studies of similar concepts over different time periods
- Homework
- Teacher-created quizzes and readings assessments
- Teacher-created unit tests
- AP skills exercises and assessments

Benchmarks:

Dakota Access Pipeline Project

Trans-Mississippi West Test

Learning Plan

Learning Activities:

Chapter 12- The Trans-Mississippi West (10 days)

- Explain the impact of the transcontinental railroad on the West, from both a cultural and economic standpoint
- Describe the culture of American Indian tribes on the Great Plains and how the destruction of the buffalo herds impacted this culture
- Explain the various ways American settlers pursued the American Dream in the West, including mining, farming, building infrastructure, and the cattle industry
- Evaluate the validity of the label, "The Wild West" by comparing the legend with the facts learned about the development of the Trans-Mississippi West between 1865 and 1900

Resources:

- The Story of Us- Westward, Heartland Episodes
- Mr. Betts Class- Populist Party Song- YouTube- <https://www.youtube.com/watch?v=3Uq7znXhOII>
- Bury My Heart at Wounded Knee
- Populism video- https://www.youtube.com/watch?v=8G_OS105Bd4&t=4s
- Crash Course US History Episode 25
- Social Studies 9-12 Folder

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods, e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian.

6.1.12.HistoryCC.3.a: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

4.0	Students will be able to: <ul style="list-style-type: none"> Evaluate how they would handle Native American relations differently in the present day by making a proposal on how to handle the Standing Rock Sioux's concerns with the Dakota Access Pipeline
3.0	Students will be able to: <ul style="list-style-type: none"> Write an essay judging assimilation policies such as Indian schools, the Dawes Act promoted by the "Friends of the Indian"
2.0	Students will be able to: <ul style="list-style-type: none"> Describe the major events in U.S.-American Indian relations between 1865 and 1890 including the Sand Creek Massacre, the Battle of Little Bighorn, and the Wounded Knee Massacre
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

Standard(s): 6.1.12.HistoryCC.5.a: Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

4.0	Students will be able to: <ul style="list-style-type: none"> Prepare a Venn-diagram identifying similarities and differences between the Populist Movement of the 1890s and the opposing modern day populist movements, the right-wing populism of Republican President Donald Trump and the left-wing populism led by Democratic Senators Bernie Sanders and Elizabeth Warren
3.0	Students will be able to: <ul style="list-style-type: none"> Write a campaign speech for Populist Democratic candidate William Jennings Bryan covering topics such as the unlimited coinage of silver, government ownership of railroads and banks, and the 8 hour workday for manufacturing workers
2.0	Students will be able to: <ul style="list-style-type: none"> List and describe the hardships of farmers and how the Populist Party planned to address those concerns
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Unit Modifications for Special Population Students

Advanced Learners	Create additional and alternative assignments and assessments to create challenge and foster discovery of knowledge. For instance, compare the myth of the Wild West with the reality of the time period based on what you learned in the unit
Struggling Learners	Facilitate access to review materials and remediation activities through OneNote content library and through online textbook content. For example,

	provide links to Populism video, Story of Us Westward and Heartland Episodes and Crash Course US History Episode 25
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