

**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Advanced Placement  
United States History I**

**August 18, 2020**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Course Description**

The Advanced Placement United States History I course is the first year of a two-year program exploring the history of the United States. This curriculum begins with the colonization of North America and continues chronologically through Westward Expansion after the Civil War. Instruction emphasizes the application of higher order thinking skills as well as the analysis and investigation of issues and events essential to the various time periods. The analysis of primary documents will be an integral aspect of the course. Students will learn the skills and processes of the Document Based Question (DBQ) and other open-ended Free Response Questions (FRQ) preparing them for the U.S. Advanced Placement exam, which will be offered in May of the second year of the program.

## Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Unit 1: Founding the New Nation Part	45-50
Unit 2: Building the New Nation Part	75-80
Unit 3: Testing the New Nation Part	45-50

## Unit Standards Overview

Overview	Standards	Unit Skills Focus	Content-Specific Practices (when applicable)
Unit 1 Founding the New Nation Part I	<b>6.1.12.A.2.c</b>	Explain how interactions among African, European, and Native American groups began a cultural transformation.	<ul style="list-style-type: none"> <li>● Annotations and close reading activities</li> <li>● Classroom</li> <li>● Discussions, Socratic seminars, and Debates</li> <li>● Analysis of graphic organizers and notes</li> <li>● Annotated Timelines</li> <li>● Teacher and student led PowerPoint Presentations</li> <li>● Class Trips to applicable historical sites/monuments</li> <li>● Definitions of key terms and concepts</li> </ul>
	<b>6.1.12.B.2.a</b>	Determine the roles of religious freedom and political rights in government in various North American colonies.	
	<b>6.1.12.C.2.b</b>	Explain how and why early government structures developed and determine the impact of these early structures on American politics and institutions.	
	<b>6.1.12.D.2.a</b>	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial Times	
	<b>6.1.12.D.2.b</b>		

	<p><b>6.1.12.A.3.a</b></p> <p><b>6.1.12.B.3.a</b></p> <p><b>6.1.12.B.3.c</b></p> <p><b>6.1.12.C.3.a</b></p> <p><b>6.1.12.D.3.a</b></p> <p><b>6.1.12.D.3.b</b></p> <p><b>6.1.12.D.4.a</b></p>	<p>Determine the factors that impacted migration, settlement patterns, and regional identities of the colonies.</p> <p>Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>Relate slavery and indentured servitude to Colonial labor systems.</p> <p>Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>Analyze the impact of the triangular trade on multiple nations and groups</p> <p>Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.</p> <p>Compare the ideals found in the Declaration of Independence and assess the extent to which they were fulfilled for women, African Americans, and Native American at this time.</p> <p>Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the</p>	<ul style="list-style-type: none"> <li>● Individual/Group Presentations</li> <li>● Document Based Question analysis and essays</li> <li>● Written responses to queries</li> <li>● Summary and Analysis of Videos/Documentaries/Films</li> <li>● Summary and analysis of guest speakers</li> </ul>
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	<p>American colonies.</p> <p>Use maps and other geographic tools to evaluate the role of geography in contributing to the execution and outcome of the American Revolutionary War.</p> <p>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these regulations on relations between Britain and its North American colonies.</p> <p>Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>	
<p>Suggested Resources Provide links to specific resources/activities</p>	<p><a href="http://www.nationalgeographic.com/">http://www.nationalgeographic.com/</a>  <a href="http://www.history.com/">http://www.history.com/</a>  <a href="http://www.historynet.com/">http://www.historynet.com/</a>  <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records/census_re  cords_2.html</a>  <a href="http://constitutionus.com/">http://constitutionus.com/</a>  <a href="https://www.primarysource.org/">https://www.primarysource.org/</a></p>	

	<p><a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a>  <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a>  <a href="https://www.archives.gov/">https://www.archives.gov/</a>  <a href="https://ni.gov/education/holocaust/curriculum/">https://ni.gov/education/holocaust/curriculum/</a>  <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a>  <a href="https://www.icivics.org/">https://www.icivics.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://edstement.neh.gov/introduction-advanced-placement-us-history-lessons">https://edstement.neh.gov/introduction-advanced-placement-us-history-lessons</a>  <a href="http://www.lgbthistory.org/course/high-school-lesson-plans-history-frameworks/">http://www.lgbthistory.org/course/high-school-lesson-plans-history-frameworks/</a>  <a href="http://ap.gilderlehman.org/">http://ap.gilderlehman.org/</a>  <a href="http://www.lgbthistory.org/lesson/native-americans-gender-roles-and-two-spirit-people/">http://www.lgbthistory.org/lesson/native-americans-gender-roles-and-two-spirit-people/</a>  <a href="https://www.history.com/news/openly-gay-revolutionary-war-hero-friedrich-von-stueben">https://www.history.com/news/openly-gay-revolutionary-war-hero-friedrich-von-stueben</a>  <a href="http://www.niamistadcurriculum.net/history/unit/indigenous-civilizations-americas">http://www.niamistadcurriculum.net/history/unit/indigenous-civilizations-americas</a></p> <p><b>The American Pageant</b>  <b>The American Spirit.</b>  <b>Doing the DBQ. USA: College Entrance Examination Board.</b></p>	
<p><b>Unit 2</b>  <b>Building the New</b>  <b>Nation Part I</b></p>	<p><b>6.1.12.A.3.b</b>  <b>6.1.12.A.3.c</b>  <b>6.1.12.A.3.e</b>  <b>6.1.12.A.3.f</b>  <b>6.1.12.B.3.b</b>  <b>6.1.12.C.3.c</b>  <b>6.1.12.D.3.g</b>  <b>6.1.12.A.4.a</b></p>	<p>Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., Consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>Determine the role that compromise played in the creation of the Constitution and Bill of Rights.</p> <p>Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives</p>

	<p><b>6.1.12.A.4.c</b></p> <p><b>6.1.12.B.4.a</b></p> <p><b>6.1.8.12.4.b</b></p> <p><b>6.1.8.12.4.c</b></p> <p><b>6.1.8.12.4.b</b></p>	<p>regarding the role and power of the federal government.</p> <p>Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism (i.e., NJ and VA plans).</p> <p>Explain how interactions among African, European, and Native American groups began a cultural transformation.</p> <p>Evaluate the impact of three cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p>Evaluate the extent to which the leadership and decisions of early administrations of the national government met goals established on the Preamble of the Constitution.</p> <p>Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>Assess the impact of the Louisiana Purchase and western exploration of the expansion and economic development on the United States.</p>	
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	<p>Map continuing territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.</p> <p>Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p> <p>Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.</p> <p>Explore the efforts to reform education, women's rights, slavery and other issues during the Antebellum period.</p>	
<p><b>Suggested Resources</b> <i>Provide links to specific resources/activities</i></p>	<p><a href="http://www.national Geographic.com/">http://www.national Geographic.com/</a>  <a href="http://www.history.com/">http://www.history.com/</a>  <a href="http://www.historynet.com/">http://www.historynet.com/</a>  <a href="https://www.census.gov/history/www/genealogy/decentennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decentennial_census_records/census_records_2.html</a>  <a href="http://constitutionus.com/">http://constitutionus.com/</a>  <a href="https://www.primarysource.org/">https://www.primarysource.org/</a>  <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a>  <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a>  <a href="https://www.archives.gov/">https://www.archives.gov/</a>  <a href="https://ni.gov/education/holocaust/curriculum/">https://ni.gov/education/holocaust/curriculum/</a>  <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a>  <a href="https://www.icivics.org/">https://www.icivics.org/</a>  <a href="https://www.readworks.org/">https://www.readworks.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://steg.stanford.edu/">https://steg.stanford.edu/</a>  <a href="https://edsitement.net.gov/introduction-advanced-placement-us-history-lessons">https://edsitement.net.gov/introduction-advanced-placement-us-history-lessons</a>  <a href="http://ap.gilderlehrman.org/">http://ap.gilderlehrman.org/</a>  <a href="http://www.niamistadcurriculum.net/history/uni/establishment-new-nation">http://www.niamistadcurriculum.net/history/uni/establishment-new-nation</a></p> <p><b>The American Pageant</b>  <b>The American Spirit.</b>  <b>Doing the DBQ. USA: College Entrance Examination Board.</b></p>	

<p>Unit 3 Testing the New Nation</p>	<p><b>6.1.12.A.3.a</b>  <b>6.1.12.B.3.a</b>  <b>6.1.12.D.3.a</b>  <b>6.1.12.A.4.a</b>  <b>6.1.12.A.4.c</b>  <b>6.1.12.A.4.d</b>  <b>6.1.12.B.4.b</b>  <b>6.1.12.C.4.b</b>  <b>6.1.12.C.4.c</b>  <b>6.1.12.D.4.a</b>  <b>6.1.12.D.4.c</b>  <b>6.1.12.D.4.d</b></p>	<p>Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. Explain how and why sectionalist issues worsened.</p> <p>Analyze the effectiveness of the 13<sup>th</sup>, 14<sup>th</sup>, &amp; 15<sup>th</sup> Amendments in the U.S. Constitution from multiple perspectives.</p> <p>Assess the influence of manifest Destiny on foreign policy during different time periods in American history.</p> <p>Assess the impact of Western settlement on the expansion of United States political boundaries. Determine how expansion created opportunity for some and hardship for others by considering the perspectives of different groups.</p> <p>Analyze prevailing attitudes, socio-economic factors, and government actions that led to the Civil War.</p> <p>Evaluate how political and military leadership affected the outcome of the Civil War.</p> <p>Judge the effectiveness of the 13<sup>th</sup>, 14<sup>th</sup>, &amp; 15<sup>th</sup> Amendments in obtaining citizenship and equality for African Americans.</p>
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**6.1.12.D.4.e**

Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.  
Analyze the impact of population shifts and migration patterns during the Reconstruction period.

Assess the role that economics played in enabling the North and South to Wage war.

Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

Explain why the Civil War was more costly to American than previous conflicts were.

Compare and contrast the roles of African Americans who lived in Union and confederate states during the Civil War.

Analyze the debate about how to reunite the country and the extent to which enacted Reconstruction policies achieved their goals.

Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance by some Southern individuals and states.

Analyze the impact of the Civil War and the 14<sup>th</sup> Amendment on the development of the country

	<p>and on the relationship between the national and state governments.</p>	
<p><b>Suggested Resources</b>  <i>Provide links to specific resources/activities</i></p>	<p> <a href="http://www.nationalgeographic.com/history.com/">http://www.nationalgeographic.com/history.com/</a>  <a href="http://www.history.com/">http://www.history.com/</a>  <a href="http://www.historynet.com/">http://www.historynet.com/</a>  <a href="https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html">https://www.census.gov/history/www/genealogy/decennial_census_records_2.html</a>  <a href="http://constitutionus.com/">http://constitutionus.com/</a>  <a href="https://www.primarysource.org/">https://www.primarysource.org/</a>  <a href="http://historynewsnetwork.org/">http://historynewsnetwork.org/</a>  <a href="https://www.smithsonianchannel.com/">https://www.smithsonianchannel.com/</a>  <a href="https://www.archives.gov/">https://www.archives.gov/</a>  <a href="https://ni.gov/education/holocaust/curriculum/">https://ni.gov/education/holocaust/curriculum/</a>  <a href="https://www.cnn.com/cnn10">https://www.cnn.com/cnn10</a>  <a href="https://www.icivics.org/">https://www.icivics.org/</a>  <a href="https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies">https://www.teachingchannel.org/blog/2014/08/07/fresh-ideas-for-social-studies</a>  <a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a>  <a href="https://edstatement.neh.gov/introduction-advanced-placement-us-history-lessons">https://edstatement.neh.gov/introduction-advanced-placement-us-history-lessons</a>            What Is Juneteenth?  <a href="https://www.history.com/juneteenth">https://www.history.com/juneteenth</a>  <a href="https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures">https://www.tolerance.org/magazine/publications/best-practices-for-serving-lgbtq-students/appendix-b-lgbtq-historical-figures</a>  <a href="http://ap.gilderlehman.org/">http://ap.gilderlehman.org/</a>  <a href="http://www.njaniistadcurriculum.net/history/unit/establishment-new-nation">http://www.njaniistadcurriculum.net/history/unit/establishment-new-nation</a> </p> <p><b>The American Pageant</b></p> <p><b>The American Spirit.</b></p> <p><b>Doing the DBQ. USA: College Entrance Examination Board.</b></p>	

# Curricular Units

## Unit 1 : Founding the New Nation Part

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices	Standard Mastery Examples <i>(The Student will be able to:)</i>
<p>6.1.12.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>	<p>How did the arrival of the Europeans impact Native Americans?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates</p>	<p>Create push/pull chart for reasons of European Immigration to new world</p>
<p>6.1.12.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p>	<p>How did competition over resources play in the conflicts that emerged in the America’s?</p>	<p>Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts</p>	<p>Diagram compare and contrast Native Americans.</p>
<p>6.1.12.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p>	<p>How did religious views impact colonization? What caused economic prosperity in the colonies?</p>	<p>Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Explain and discuss the Native American two-spirit tradition.</p>
<p>6.1.12.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p>	<p>How did Mercantilism dictate colonial practice in the America’s?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and</p>	<p>Debate – Was Christopher Columbus a great hero?</p>

<p>6.1.12.C.2.c Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.12.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.12.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>	<p>How did the New England, Chesapeake and Middle colonies differ?</p>	<p>Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Create an advertisement for a colony</p>
<p>6.1.12.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.12.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>6.1.12.B.3.c</p>	<p>How did demand for raw materials shape the colonial slave trade?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group</p>	<p>French and Indian War DBQ</p> <p>Essay – Is the American Revolution a True Revolution?</p>

<p>Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p><b>6.1.12.C.3.a</b></p> <p>Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p>	<p><b>Describe key regional differences among the British Colonies in North America.</b></p>	<p>Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Read/discuss article about Baron Friedrich von Steuben, openly gay Revolutionary War hero.</p>
<p><b>6.1.12.D.3.a</b></p> <p>Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p><b>6.1.12.D.3.b</b></p> <p>Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p><b>6.1.12.D.4.a</b></p> <p>Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.</p>	<p><b>Was the American Revolution fought mainly for the desire of independence? Or did the desire for Democratization play a role?</b></p> <p><b>How did the differences between moderates, radicals, and conservatives affect the Continental Congress in achieving its goals?</b></p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p><b>Colonial Newspaper</b></p> <p><b>MapQuest – Road to Revolution</b></p> <p><b>Colonialism DBQ</b></p> <p><b>Colonial Regional Differences Writing Assignment</b></p>

Unit 1 Assessment Plan	
<b>Formative Assessment</b>	<b>Summative Assessment</b>
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,	Tests, Quizzes, Projects

Unit 1 Suggested Modifications/Accommodations/Extension Activities		
<b>English Language Learners (ELL)</b>	<b>Special Education / 504</b>	<b>Gifted and Talented</b>
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
a. Read written instructions/Google translate b. Students may be provided with note organizers/study guides to reinforce key topics. c. Model and provide examples d. Extended time on assessments when needed. e. Establish a non-verbal cue to redirect student when not on task.	a. Students may be provided with note organizers / study guides to reinforce key topics. b. Extended time on assessments when needed. c. Preferred seating to be determined by student and teacher. d. Provide modified assessments when necessary.	a. Use of Higher Level Questioning Techniques b. Extension/Challenge Questions c. Provide Assessments at a Higher Level of Thinking

Unit 1 Connections	
<b>NISLS - Technology</b>	<b>Career Readiness Practices</b>
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NI Technology Standards</a>	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NI Career Readiness Practices</a>
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.  8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.
<b>21st Century Skills</b>	<b>Interdisciplinary Connections</b>
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">21st Century Life and Skills</a>	<i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the <a href="#">NI Student Learning Standards</a>



<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>
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<p>Math: Map Skills, interpreting charts and graphs MapQuest: Road to Revolution</p> <p>English: DBQ Writing, NJSLs style writing, Primary/Secondary Source Analysis</p> <p>Science: Determining the geological factors of early settlement and colonization.</p>
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<b>Unit 2: Building the New Nation</b>			
Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i>
<p><b>6.1.12.A.3.b</b></p> <p>Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p>	<p>Support the idea that the Constitution is described as a series of compromises designed to hold together the diverse interests of the states.</p>	<p>Annotations and close reading activities</p> <p>Classroom Discussions, Socratic seminars, and Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of</p>	<p>Writing Prompt – federal vs. state government.</p>
<p><b>6.1.12.A.3.c</b></p> <p>Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>	<p>What were the strengths and weaknesses of the U.S government under the Articles of the Confederation.?</p>		<p>Writing Assignment on the institution of Slavery.</p>
<p><b>6.1.12.A.3.e</b></p> <p>Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early</p>			

<p>Republic.</p> <p><b>6.1.12.A.3.f</b></p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.</p>	<p>What were the difficulties the U.S. faced in establishing itself after the ratification of the Constitution.?</p>	<p>Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Class Discussions : Bill of Rights, Alien and Sedition Acts</p>
<p><b>6.1.12.B.3.b</b></p> <p>Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.</p> <p><b>6.1.12.C.3.c</b></p> <p>Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.</p> <p><b>6.1.12.D.3.g</b></p> <p>Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.</p>	<p>How did inventions of this time period impact Slavery?</p> <p>Did the leaders of the nation meet the goals of the Founding Fathers?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films</p>	<p><b>Cotton Gin DBQ</b></p> <p>Class Discussion: Evaluation of our National Leaders</p>

<p><b>6.1.12.A.4.a</b> Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p>	<p>How were voting rights expanded under Andrew Jackson?</p>	<p>Summary and analysis of guest speakers Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led</p>	<p>Andrew Jackson Comic Book</p>
<p><b>6.1.12.A.4.c</b> Assess the extent to which voting rights were expanded during the Jacksonian period.</p>	<p>How did the Louisiana Purchase impact the expansion of the United States?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Louisiana Purchase DBQ</p>
<p><b>6.1.12.B.4.a</b> Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p>	<p>How did Manifest Destiny influence the acquisition of land through annexation, diplomacy, and war?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led</p>	<p>Class Discussion: Manifest Destiny</p>
<p><b>6.1.12.B.4.b</b> Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p>	<p>How did the Monroe presidency affect diplomatic relations with the rest of the world?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led</p>	<p>Monroe Doctrine Writing Prompt</p>
<p><b>6.1.12.C.4.a</b> Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.</p>	<p>Analyze how technological</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led</p>	<p>Monroe Doctrine Writing Prompt</p>

<p>innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p><b>6.1.12.D.4.b</b></p> <p>Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p>	<p>To what extent did nationalism play a role in the formulation of American foreign policy in the early nineteenth century?</p> <p>How did the decision of President Polk to lead the United States into a war with Mexico?</p>	<p>PowerPoint Presentations</p> <p>Class Trips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Writing Prompt on the impact of Fugitive Slave Laws.</p> <p>Territorial Expansion</p> <p>Class Discussion: Women's Rights, Slavery.</p>
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Unit 2 Assessment Plan		Unit 2 Assessment Plan	
<p><b>Formative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>		<p><b>Summative Assessment</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>	

Unit 2 Suggested Modifications/Accommodations/Extension Activities			
<p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Read written instructions</p> <p>b. Students may be provided with note organizers/ study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p>	<p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p>	<p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	

Unit 2 Connections		Unit 2 Connections	
<p><b>NJSLS - Technology</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Technology Standards</p>		<p><b>Career Readiness Practices</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Refer to the NJ Career Readiness Practices</p>	

<p>8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.</p> <p>8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.</p>	<p>CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend to personal health and financial well-being.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>CRP11. Use technology to enhance productivity.</p>
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the <u>21st Century Life and Skills</u></p>	<p><b>Interdisciplinary Connections</b> <i>When possible, provide links to specific ELA/Math/Sci/SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NI Student Learning Standards</p>
<p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p> <p>9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.</p> <p>9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.</p>	<p><b>Math:</b> Map Skills, interpreting charts and graphs</p> <p><b>English:</b> DBQ Writing, NJLS style writing, Primary/Secondary Source Analysis</p> <p><b>Art:</b> Andrew Jackson Comic Book</p>

### Unit 3: Testing the New Nation

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples (The Student will be able to)
<p>6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>6.1.12.B.3.a</p>	<p>The Civil War was a result of multiple factors. Which do you think is most significant and describe why?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates</p>	<p>Transcendentalism Activity: Thoreau and Emerson Quotes</p>

<p>Assess the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p>	<p>Explain differences between the industrial capitalists class and the Southern planter-slaveholding class.</p> <p>Describe how the election of Abraham Lincoln is the perceived by the South as the final insult leading to war.</p>	<p>Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documents/Films Summary and analysis of guest speakers</p>	<p>Newscast on the 1850's. Kansas – Nebraska Act DBQ Manifest Destiny writing prompt.</p>
<p>6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p>	<p>What were the major reasons that led to the Civil War?  What efforts were made to create equality to all people?</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations</p>	<p>Civil War Regional Advantages and Disadvantages DBQ  Dred Scott DBQ</p>

<p>6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p>	<p>How did an industrialized North lead to Union victory?</p>	<p>Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Civil War Timeline of Key Battles and Events Group Discussion: Long and Short term effects of the Civil War</p>
<p>6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South</p> <p>6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.</p>	<p>Describe the Southern response to the 13<sup>th</sup> Amendment and its impact on the treatment of former slaves.</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and Debates Analysis of graphic organizers and notes Annotated Timelines Teacher and student led PowerPoint Presentations Class Trips to applicable historical sites/monuments Definitions of key terms and concepts Individual/Group Presentations Document Based Question analysis and essays Written responses to queries Summary and Analysis of Videos/Documentaries/Films Summary and analysis of guest speakers</p>	<p>Group Discussion: Long and Short term effects of the Civil War Writing: The Civil War, the most costly of all wars</p>
<p>6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p>	<p>What was the role of African Americans during the Civil War in both the North and</p>	<p>Annotations and close reading activities Classroom Discussions, Socratic seminars, and</p>	<p>Group discussion: African Americans during the Civil War</p>

<p>6.1.12.D.4.c</p> <p>Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p>	<p>South?</p> <p>What is the historical significance of Juneteenth?</p>	<p>Debates</p> <p>Analysis of graphic organizers and notes</p> <p>Annotated Timelines</p> <p>Teacher and student led</p> <p>PowerPoint Presentations</p> <p>Class Tips to applicable historical sites/monuments</p> <p>Definitions of key terms and concepts</p> <p>Individual/Group Presentations</p> <p>Document Based Question analysis and essays</p> <p>Written responses to queries</p> <p>Summary and Analysis of Videos/Documentaries/Films</p> <p>Summary and analysis of guest speakers</p>	<p>Watch Juneteenth Video. Read/discuss article of the history of Juneteenth.</p> <p>Reconstruction Writing Prompt</p>
<p>6.1.12.D.4.d</p> <p>Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p>	<p>Did Reconstruction policies achieve their goals?</p>		
<p>6.1.12.D.4.e</p> <p>Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p>	<p>How did the 14<sup>th</sup> Amendment affect the country on both the national and state level?</p>		

Unit 3 Assessment Plan			
Formative Assessment			Summative Assessment
<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Group Discussions, Graphic Organizers, Class Participation, Exit Tickets, Study guides,</p>	<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>		<p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>Tests, Quizzes, Projects</p>
<p><b>English Language Learners (ELL)</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p>	<p>Unit 3 Suggested Modifications/Accommodations/Extension Activities</p>		
<p>a. Read written instructions</p> <p>b. Students may be provided with note organizers /study guides to reinforce key topics.</p> <p>c. Model and provide examples</p> <p>d. Extended time on assessments when needed.</p> <p>e. Establish a non-verbal cue to redirect student when not on task.</p> <p>f. Students may use a bilingual dictionary.</p>	<p><b>Special Education / 504</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Students may be provided with note organizers / study guides to reinforce key topics.</p> <p>b. Extended time on assessments when needed.</p> <p>c. Preferred seating to be determined by student and teacher.</p> <p>d. Provide modified assessments when necessary.</p> <p>e. Student may complete assessments in alternate setting when requested.</p>	<p><b>Gifted and Talented</b></p> <p><i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i></p> <p>a. Use of Higher Level Questioning Techniques</p> <p>b. Extension/Challenge Questions</p> <p>c. Provide Assessments at a Higher Level of Thinking</p> <p>d. greatsocialstudies.com (Enrichment Activities)</p>	



g. Pair Visual Prompts with Verbal Presentations h. Highlight Key Words & Phrases	f. Establish a non-verbal cue to redirect student when not on task.	
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NJSL S - Technology		Unit 3 Connections	
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Technology Standards	Career Readiness Practices	<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the NJ Career Readiness Practices	
8.1.12.A.1: Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	CRP1. Act as a responsible and contributing citizen and employee. CRP2. Apply appropriate academic and technical skills. CRP3. Attend to personal health and financial well-being. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity.		
8.1.12.A.2: Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.  8.1.12.A.4: Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.  8.1.12.A.5: Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.			
<i>When possible, provide links to specific samples/ documents/ assignments/ etc.</i> Refer to the 21st Century Life and Skills	<i>When possible, provide links to specific ELA/ Math/ Sci/ SS standards as well as samples/ documents/ assignments/ etc.</i> Refer to the NJ Student Learning Standards	<b>21st Century Skills</b>	<b>Interdisciplinary Connections</b>
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	Math: Map Skills, interpreting charts and graphs		
9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	English: DBQ Writing, NJSL S style writing, Primary/Secondary Source Analysis		
9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.	Speaking: Lincoln/Douglas Debate Simulation		
9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.			

