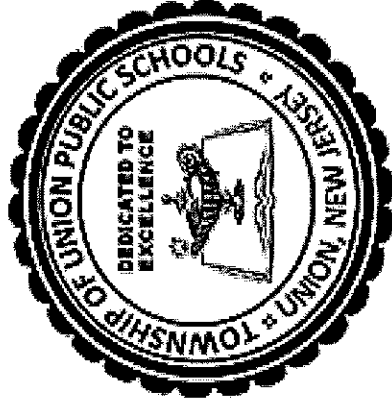


TOWNSHIP OF UNION PUBLIC SCHOOLS



**Advanced Placement
United States History I
Updated December 18, 2018**

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.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

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.

Recommended Resources

- Kennedy, David M., Lizabeth Cohen and Thomas Baily. The American Pageant. Boston, MA: Houghton-Mifflin Co.
- Kennedy, David M., Lizabeth Cohen. The American Spirit. Vol. I and II. Boston, MA: Houghton-Mifflin Co.
- Leach, Roberta, Augustine Caliguire. Advanced Placement US History I / The Evolving American Nation State. USA: The Center for Learning.
- Spoehr, Luther and Alan Franker. Doing the DBQ. USA: College Entrance Examination Board.
- Zinn, Howard. A People's History of the United States. New York: Harper Collins.

Online Sources

- <http://www.njamistadcurriculum.net/history/units>
- <http://www1.youseemore.com/TUPSD/databases.asp?sID=14>
- <http://online.salempress.com/home.do>
- <http://search.ebscohost.com/>

New Jersey Student Learning Standards for Social Studies

Social Studies

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

The Role of Essential Questions

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Curriculum Units

Unit 1: Founding the New Nation Part I (33,000 B.C.-A.D. 1783)

Unit 2: Building the New Nation Part I (1776-1860)

Unit 3: Testing the New Nation Part I (1820-1877)

Pacing Guide

Unit 1:

September - November

Unit 2:

December – March

Unit 3:

April – June

Unit 1 : Founding the New Nation

This unit starts with analyzing human habitation of the Western Hemisphere from early migrants crossing into the Western Hemisphere from Asia, to European powers such as Spain, Portugal, and England. Commerce being the essential motivation of European exploration and colonization of the Americas is analyzed.

Colonization is further analyzed using a geographical, theological, and economic perspective. Interaction with Native Americans is determined as European and Native American ideology on land ownership dictates the relationship. As English colonies progress, and relationships between some areas of the colonies and the crown break down, the idea of an American Revolution is seeded. The American Revolution is analyzed through the perspective of two types of thought. Anti-imperialistic and social causes of the Revolution and its outcome are analyzed. The nucleus of the revolution in Boston is analyzed as colonial citizens start the process of open rebellion. This eventually leads to the actions of the First Continental Congress. After the American Revolution, the thirteen states united, have to determine what laws are enacted. Differentiating between state and federal power is analyzed. The Articles of Confederation are examined and deemed to be inefficient. The result of this failure is the creation of the Constitution.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the arrival of the Europeans impact Native Americans?	6.1.8.D.1.b 6.1.8.A.2.a 6.1.8.A.2.b	Explain how interactions among African, European, and Native American groups began a cultural	Colonial Newspaper MapQuest – Road to Revolution	Chapter 2 Quiz Chapter 2 Writing Prompt Chapter 2 Test
How did competition				Chapter 2 Test

<p>over resources play in the conflicts that emerged in the America's?</p>	<p>6.1.8.A.2.c</p>	<p>transformation.</p>	<p>Colonialism DBQ</p>	<p>Chapter 3 Quiz</p>
<p>How did Mercantilism dictate colonial practice in the America's?</p>	<p>6.1.8.B.2.a 6.1.8.B.2.b</p>	<p>Determine the roles of religious freedom and political rights in government in various North American colonies.</p>	<p>Colonial Regional Differences Writing Assignment</p>	<p>Chapter 3 Test Chapter 3 Writing Prompt</p>
<p>How did demand for raw materials shape the colonial slave trade?</p>	<p>6.1.8.C.2.a 6.1.8.C.2.b</p>	<p>Explain how and why early government structures developed and determine the impact of these early structures on American politics and institutions.</p>	<p>French and Indian War DBQ</p>	<p>Chapter 6 Test</p>
<p>How did demand for raw materials shape the colonial slave trade?</p>	<p>6.1.8.C.2.c</p>	<p>Explain how and why early government structures developed and determine the impact of these early structures on American politics and institutions.</p>	<p>Essay – Is the American Revolution a True Revolution?</p>	<p>Chapter 6 Quiz</p>
<p>Describe key regional differences among the British Colonies in North America.</p>	<p>6.1.8.D.2.a 6.1.8.D.2.b</p>	<p>Explain how race, gender, and status affected social, economic, and</p>		<p>Chapter 6 Test Chapter 6 Writing Prompt</p>
<p>Was the American Revolution fought mainly for the desire of independence? Or did the desire for Democratization</p>	<p>6.1.8.A.3.a 6.1.8.B.3.a 6.1.8.B.3.c 6.1.8.C.3.a</p>			<p>Colonial American Test</p>

<p>play a role? How did the differences between moderates, radicals, and conservatives affect the Continental Congress in achieving its goals?</p>	<p>6.1.8.D.3.a 6.1.8.D.3.b 6.1.8.D.4a</p>	<p>political opportunities during Colonial Times Determine the factors that impacted migration, settlement patterns, and regional identities of the colonies. Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New</p>		
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World.

Relate slavery and indentured servitude to Colonial labor systems.

Explain the system of mercantilism and its impact on the economies of the colonies and European countries.

Analyze the impact of the triangular trade on multiple nations and groups

Compare and contrast the voluntary and

involuntary migratory experiences of different groups of people and explain why their experiences differed.

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.

Assess how conflicts and alliances among

European countries and Native American groups impacted the expansion of the American colonies.

Use maps and other geographic tools to evaluate the role of geography in contributing to the execution and outcome of the American Revolutionary War.

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.

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.

Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.

Assessments Linked to ELA Guidelines

Unit 1: Founding The New Nation

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|----------------------------------|------------|
| 1. American Revolution Essay | 6.W.1-10 |
| 2. Colonial Newspaper | 6.W.1-10 |
| 3. DBQ – Colonialism | 6.RIT.1-10 |
| 4. DBQ – French and Indian War | 6.RIT.1-10 |
| 5. MapQuest – Road to Revolution | 6.SL.1-6 |

Key Vocabulary Terms

Unit 1: Founding the New Nation

1. Christopher Columbus
2. John Cabot
3. Hernando de Soto
4. Treaty of Tordesillas
5. Joint stock companies
6. *Encomienda* system
7. John Rolfe
8. William Penn
9. John Winthrop
10. House of Burgesses
11. "Slave Codes"
12. Virginia Company
13. Navigation Acts
14. Middle Passage
15. Great Awakening
16. Triangular trade
17. French and Indian War
18. Proclamation of 1763
19. Mercantilism
20. Sons of Liberty
21. First Continental Congress

Unit 2 Building A New Nation Part I

This unit starts with the adoption of the Constitution, as the Articles of Confederation are deemed ineffective. Reflection on the differences of opinions of members of Congress over the debate regarding a larger federal government, versus state rights will take place. A close examination will take place regarding problems the United States faces as a new nation. These issues include domestic infrastructure, trade relations with other countries, interstate trade, and inflation. Westward expansion is also examined as the Louisiana Purchase doubles the size of the United States. Manifest Destiny as a catalyst to westward migration is examined as a war with Mexico and the gaining of territory in the North West completes the expansion of the United States to include the current continental landscape. The Monroe Doctrine is examined as the United States expands its influence beyond its continental borders. The consequences of this expansion that are discussed in length include the treatment of Native Americans, increase need for slave labor, and the question of slavery as newly admitted states enter the Union.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Support the idea that the Constitution is described as a series of compromises designed to hold	6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.e	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., Consent of the	Writing Prompt – federal vs. state government.	Chapter 7 Quiz Chapter 7 Test Chapter 7 Writing Prompt

<p>together the diverse interests of the states.</p> <p>Describe the strengths and weaknesses of the U.S government under the Articles of the Confederation.</p>	<p>6.1.8.A.3.f</p> <p>6.1.8.B.3.b</p> <p>6.1.8.C.3.c</p> <p>6.1.8.D.3.g</p>	<p>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>Creative Expression</p> <p>Assignment on the institution of Slavery.</p> <p>Andrew Jackson Comic Book</p> <p>Cotton Gin DBQ</p> <p>Writing Prompt on the impact of Fugitive Slave Laws.</p> <p>Territorial Expansion DBQ</p>	<p>Chapter 8 Quiz</p> <p>Chapter 8 Test</p> <p>Chapter 8 Writing Prompt</p> <p>Chapter 9 Quiz</p> <p>Chapter 9 Test</p> <p>Chapter 9 Writing Prompt</p> <p>Chapter 10 Quiz</p> <p>Chapter 10 Test</p> <p>Chapter 10 Writing Prompt</p> <p>Chapter 12 Quiz</p> <p>Chapter 12 Test</p>
<p>Describe the difficulties the U.S. faced in establishing itself after the ratification of the Constitution.</p> <p>Explain how the Monroe presidency affected diplomatic relations with the rest of the world.</p> <p>To what extent did nationalism play a role in the</p>	<p>6.1.8.A.4.a</p> <p>6.1.8.A.4.c</p> <p>6.1.8.B.4.a</p> <p>6.1.8.B.4.b</p> <p>6.1.8.C.4.a</p> <p>6.1.8.C.4.c</p> <p>6.1.8.D.4.b</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</p>		

<p>formulation of American foreign policy in the early nineteenth century?</p> <p>Evaluate the decision of President Polk to lead the United States into a war with Mexico.</p>		<p>and whether they undermined civil liberties.</p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives 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>Chapter 12 Writing Prompt</p>
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Explain how interactions among African, European, and Native American groups began a cultural transformation.

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.

Evaluate the extent to which the leadership and decisions of early administrations of the national government met

		<p>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</p>		
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on the expansion and economic development of the United States.

Map continuing territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.

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.

Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Assessments Linked to ELA Guidelines

Unit 2: Building A New Nation Part I

- | | |
|--|-------------------|
| 1. Federal vs. State Government Writing Prompt | 6.W.1-10 |
| 2. Slavery as an Institution Writing Prompt | 6.W.1-10 |
| 3. DBQ – Territorial Expansion | 6.RIT.1-10 |
| 4. DBQ – Cotton Gin | 6.RIT.1-10 |
| 5. Andrew Jackson Comic Book | 6.SL.1-6 |

Key Vocabulary Terms

Unit 2: Building the New Nation Part I

1. Constitution of the United States
2. Bill of Rights
3. Whiskey Rebellion
4. Jeffersonian Republicans
5. Alien and Sedition Acts
6. James Monroe
7. *Marbury v. Madison*
8. Louisiana Purchase
9. 2nd Bank of the United States
9. *McCulloch v. Maryland*
10. Treaty of 1818
11. Monroe Doctrine
12. Democratic-Republicans
13. Panic of 1837
14. Whig Party
15. Cotton Gin
16. Seneca Falls Convention
17. Manifest Destiny
17. Transcendentalism
18. Treaty of Guadalupe Hidalgo
19. Fugitive Slave Law
20. Underground Railroad
21. Kansas-Nebraska Act

Unit 3: Testing the New Nation

This unit focuses on what some historians refer to as the second American Revolution, as the Civil War ultimately brings about political, economic, and social change. The political divides of states entering the Union as either slave or free states will be analyzed. Regional differences of the North and the South from the perspective of social, and economic differences are examined as further stratification results in the Civil War. Major social and political events that shaped public perception of our nations division are examined such as the Major Scott Case, "Bleeding Kansas", and the Lincoln-Douglas Debates. The war itself is examined and advantages and disadvantages of the North and the South are determined. Infrastructure, manufacturing capabilities, technology, and military leadership are examined. The impact of the war will be examined, as the abolition of slavery in the south is made official by the 13th amendment, however determination in the South to continue a pre-Civil War way of life creates issues for our healing nation.

Essential Questions	NJSLS Social Studies	Instructional Objectives/ Skills and Benchmarks (CP/Is)	Activities	Assessments
The Civil War was a result of multiple factors. Which do you think is most significant and describe why?	6.1.8.D.4.c 6.1.8.A.5.a 6.1.8.D.5.d	Explain the growing resistance to slavery and New Jersey's role in the Underground	Dred Scoot DBQ Transcendentalism Activity – Thoreau and Emerson	Chapter 15 Quiz Chapter 15 Test Chapter 15 Writing Prompt

<p>Explain differences between the industrial capitalists class and the Southern planter-slaveholding class.</p>	<p>6.1.12.A.3.a 6.1.12.B.3.a 6.1.12.D.3.a</p>	<p>Railroad. Explain how and why sectionalist issues worsened.</p>	<p>Quotes Newscast on the 1850's. Kansas – Nebraska Act DBQ</p>	<p>Chapter 16 Quiz Chapter 16 Test Chapter 16 Writing Prompt</p>
<p>Describe how the election of Abraham Lincoln is the perceived by the South as the final insult leading to war.</p>	<p>6.1.12.A.4.a 6.1.12.A.4.c</p>	<p>Analyze the effectiveness of the 13th, 14th, and 15th amendments in the U.S. Constitution from multiple perspectives.</p>	<p>Manifest Destiny writing prompt. Civil War Regional Advantages and Disadvantages DBQ</p>	<p>Jackson DBQ Test Chapter 20 Quiz Chapter 20 Test</p>
<p>How did an industrialized North lead to Union victory?</p>	<p>6.1.12.B.4.b 6.1.12.C.4.b</p>	<p>Assess the influence of manifest Destiny on foreign policy during different time periods in American history.</p>		<p>Chapter 20 Writing Prompt Chapter 21 Quiz</p>
<p>Describe the Southern response to the 13th Amendment and its impact on the</p>	<p>6.1.12.C.4.c</p>	<p>Assess the impact of Western settlement on the expansion of United States political</p>		<p>Chapter 21 Test Chapter 21 Writing Prompt</p>

<p>treatment of former slaves.</p>	<p>6.1.12.D.4.a</p>	<p>boundaries. Determine how expansion created opportunity for some and hardship for others by considering the perspectives of different groups.</p>	
	<p>6.1.12.D.4.c</p>	<p>Analyze prevailing attitudes, socio-economic factors, and government actions that led to the Civil War.</p>	
	<p>6.1.12.D.4.d</p>	<p>Evaluate how political and military leadership affected the outcome of the Civil War.</p>	
	<p>6.1.12.D.4.e</p>	<p>Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and</p>	

		<p>equality for African Americans.</p> <p>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.</p> <p>Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>Assess the role that economies played in enabling the North and South to wage war.</p> <p>Compare and contrast the immediate and log-</p>		
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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 14th Amendment on the development of the country and on the relationship between the national and state governments.

Assessments Linked to ELA Guidelines

Unit 3: Testing A New Nation

1. Transcendentalism Activity
2. Newscast on the 1850's
3. DBQ – Dred Scott
4. DBQ – Lincoln / Douglas Debates
5. Impact of Civil War Debate

6.W.1-10
6.SL.1-6
6.RIT.1-10
6.RIT.1-10
6.SL.1-6

Key Vocabulary Terms

Unit 3: Testing A New Nation

1. Harriet Tubman
2. Dred Scott
3. Abraham Lincoln
4. Robert E Lee
5. Stonewall Jackson
6. Ulysses Grant
7. Jefferson Davis
9. Fugitive Slave Law
10. Underground Railroad
11. Kansas-Nebraska Act
12. Panic of 1857
13. Thirteenth Amendment
14. Black Codes
15. Fourteenth Amendment
17. Carpetbaggers
18. Gilded Age
19. Compromise of 1877
20. Trusts
21. Social Gospel
22. Settlement Houses
23. Blacklists

Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:
 - a. <https://www.sheppardsoftware.com>
 - b. <https://quizlet.com/subject/quiz-bowl-questions-social-studies/>
 - c. Social Studies: Student Interactives https://www.uen.org/7-12/interactives/social_studies.shtml
2. English Language Learners:
 - a. Read written instructions
 - 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.
 - f. Students may use a bilingual dictionary.
 - g. Pair Visual Prompts with Verbal Presentations
 - h. Highlight Key Words & Phrases
3. Special Education/504 Students:
 - 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.
 - e. Student may complete assessments in alternate setting when requested.
 - f. Establish a non-verbal cue to redirect student when not on task.
 - g. Maintain strong teacher / parent communication.

- h. Repetition and practice
- i. Pair Visual Prompts with Verbal Presentations
- j. Check Use of Agenda

4. Gifted and Talented Students:

- a. Use of Higher Level Questioning Techniques
- b. Extension/Challenge Questions
- c. Provide Assessments at a Higher Level of Thinking
- d. greatsocialstudies.com (Enrichment Activities)

New Jersey Student Learning Standards – Technology

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources

Research various states (North & South) viewpoints on slavery in the 1850s in a newscast type format.

Career Readiness Practices

- 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.

9.2 Career Awareness, Exploration, and Preparation Content Area: 21st Century Life and Careers Strand C: Career Preparation

- 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.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

Career & Technical Education Content Area: 21st Century Life and Careers Standards

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

Interdisciplinary Connections/Global Perspective:

Math: MapQuest: Road to Revolution

English: DBQ's: Colonialism, Lincoln Douglas Debates

Social Studies Skills Table

Essential Question: What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	Grades 9-12
Chronological Thinking	<ul style="list-style-type: none"> • Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. • Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
Spatial Thinking	<ul style="list-style-type: none"> • Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. • Relate current events to the physical and human characteristics of places and regions. • Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. • Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
Presentation Skills	<ul style="list-style-type: none"> • Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format. • Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.

New Jersey Student Learning Standards

Social Studies

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

Resource Links

- National Geographic
- <http://www.nationalgeographic.com/>
- History.com
- <http://www.history.com/>
- History Net
- <http://www.historynet.com/>
- US Census
- https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html
- US Constitution.net
- <http://constitutionus.com/>
- primarysource.org
- <https://www.primarysource.org/>
- history news network.org
- <http://historynewsnetwork.org/>

- **Smithsonian channel**
- <https://www.smithsonianchannel.com/>
- **National Archives**
- <https://www.archives.gov/>
- **Amistad Curriculum**
- www.njamistadcurriculum.com/
- **Caring Makes a Difference: Holocaust Curriculum**
- www.state.nj.us/education/holocaust/curriculum/
- **CNN Student News**
- <http://www.cnn.com/cnn10>
- **Google Earth**
- <http://www.google.com/earth/index.html>
- **I Civics**
- <https://www.icivics.org/>
- **Timelinks website**
- <https://connected.mcgraw-hill.com/connected/login.do>