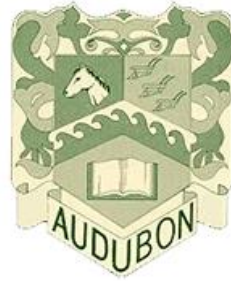


Audubon Public Schools



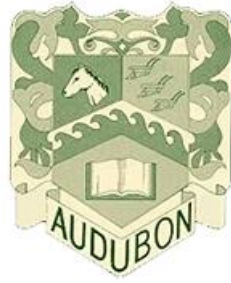
US History I
Curriculum Guide

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Course Description

Grade 9: US History I

This course will focus on the time period of the American Revolution and conclude with the Gilded Age. Students will examine the political, economic and social changes of the United States throughout the late eighteenth century into the early 1900's. It will include the study of Geography, Government, Economics, and Social Studies Skills. Various activities will enable students to acquire skills to analyze how past and present interactions have shaped our American heritage. An emphasis will be placed on the development of writing and critical thinking skills. This will help them understand the foundations of American history and government and other pertinent information needed to be successful in the United States History II course at Audubon High School.

Overview / Progressions

Overview	Focus Indicator #	Companion Standards (ELA)
Unit 1	<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.1.a ● 6.1.12.CivicsPD.1.a ● 6.1.12.GeoGI.1.a ● 6.1.12.EconGE.1.a ● 6.1.12.HistoryCC.1.a ● 6.1.12.CivicsPI.2.a ● 6.1.12.CivicsPI.2.b ● 6.1.12.CivicsPD.2.a ● 6.1.12.CivicsPR.2.a ● 6.1.12.GeoPP.2.a ● 6.1.12.GeoPP.2.b ● 6.1.12.EconEM.2.a ● 6.1.12.EconEM.2.b ● 6.1.12.EconEM.2.c ● 6.1.12.HistoryCC.2.a ● 6.1.12.HistoryCC.2.b ● 6.1.12.HistoryUP.2.a ● 6.1.12.HistoryUP.2.b ● 6.1.12.HistoryUP.2.c ● 6.1.12.HistorySE.2.a ● 6.1.12.HistoryCA.2.a 	<ul style="list-style-type: none"> ● RH.9-10.1 ● RH.9-10.2 ● RH.9-10.6 ● WHST.9-10.1 a-e ● WHST.9-10.4 ● WHST.9-10.8
Unit 2	<ul style="list-style-type: none"> ● 6.1.12.CivicsPI.3.a ● 6.1.12.Civics.PI.3.b 	<ul style="list-style-type: none"> ● RH.9-10.8 ● WHST.9-10.2a-e ● WHST.9-10.7

	<ul style="list-style-type: none"> ● 6.1.12.CivicsDP.3.a ● 6.1.12.CivicsDP.3.b ● 6.1.12.CivicsDP.3.c ● 6.1.12.GeoSV.3.a ● 6.1.12.EconET.3.a ● 6.1.12.EconGE.3.a ● 6.1.12.EconNE.3.a ● 6.1.12.HistoryUP.3.a ● 6.1.12.HistoryUP.3.b ● 6.1.12.HistoryCA.3.a ● 6.1.12.HistoryCA.3.b ● 6.1.12.HistoryCC.3.a 	<ul style="list-style-type: none"> ● WHST.9-10.9
Unit 3	<ul style="list-style-type: none"> ● 6.1.12.CivicsDP.4.a ● 6.1.12.CivicsDP.4.b ● 6.1.12.CivicsPR.4.a ● 6.1.12.GeoSV.4.a ● 6.1.12.GeoPP.4.a ● 6.1.12.EconET.4.a ● 6.1.12.EconNE.4.a ● 6.1.12.HistoryCC.4.a ● 6.1.12.HistoryUP.4.a ● 6.1.12.HistoryUP.4.b ● 6.1.12.HistoryCC.4.b ● 6.1.12.HistoryCA.4.c 	<ul style="list-style-type: none"> ● RH.9-10.1 ● RH.9-10.4 ● RH.9-10.6 ● RH.9-10.7 ● WHST.9-10.1 a-e ● WHST.9-10.2 a-f ● WHST.9-10.4 ● WHST.9-10.6 ● WHST.9-10.7
Unit 4	<ul style="list-style-type: none"> ● 6.1.12.CivicsDP.5.a ● 6.1.12.EconEM.5.a ● 6.1.12.GeoPP.5.a ● 6.1.12.GeoHE.5.a ● 6.1.12.EconEM.5.a ● 6.1.12.HistoryNM.5.a 	<ul style="list-style-type: none"> ● RH.9-10.1 ● RH.9-10.7 ● RH.9-10.9 ● WHST.9-10.2 a-f ● WHST.9-10.4 ● WHST.9-10.6

	<ul style="list-style-type: none">● 6.1.12.HistoryNM.5.b● 6.1.12.HistoryCC.5.a● 6.1.12.HistoryUP.5.a● 6.1.12.HistoryCA.5.a● 6.1.12.CivicsDP.6.a● 6.1.12.CivicsDP.6.b● 6.1.12.CivicsPR.6.a● 6.1.12.GeoHE.6.a● 6.1.12.GeoGM.6.a● 6.1.12.EconEM.6.a● 6.1.12.EconNE.6.a● 6.1.12.HistoryCC.6.b● 6.1.12.HistoryCC.6.c● 6.1.12.HistoryCC.6.d● 6.1.12.HistoryCA.6.a	<ul style="list-style-type: none">● WHST.9-10.7
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US History I	Grade 9	Unit 1	Marking Period 1
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Focus Indicator	
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.HistoryC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
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.EconEM. 2.c	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation
6.1.12.HistoryC C.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.HistoryC C.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.HistoryU P.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.HistoryU P.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.HistoryU P.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.HistoryS E.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.HistoryC A.2.a	Research multiple perspectives to explain the struggle to create an American identity.
Companion Standards	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information
RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
WHST.9-10.1 a-e	Write arguments focused on discipline-specific content.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Notes ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● Quizlet ● Kahoot ● iCivics ● StoryBoard That ● Crash Course Videos ● Presidents Series Videos 	<ul style="list-style-type: none"> ● Test ● Essays - Traditional and Preciis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Project ● Presentations ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Political Cartoons ● US Constitution 	<ul style="list-style-type: none"> ● <i>Newsela</i> ● <i>CNN Student News</i> ● http://www.njamistadcurriculum.net/

<ul style="list-style-type: none"> ● Declaration of Independence 	<ul style="list-style-type: none"> ● <i>Movies: Revolution, The Patriot</i> ● <i>“America the Story of Us” Docudrama</i>
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● As the American colonies matured, the acceptance of Great Britain’s control diminished. The issues of taxation and a growing self-sufficiency provided powerful motivation for the colonists’ decision to separate from Great Britain. ● Life in the colonies was closer to nature and led to cultural and political systems that mirrored the environment. ● American character is based on self-sufficiency, fortitude and ingenuity. The environment shaped those characteristics by challenging colonists to not only survive, but to thrive. ● Animosity between the colonists and Great Britain was a two way street. Issues like taxation were interpreted differently and propaganda on both sides inflamed misunderstandings. ● The colonists won the Revolution because their military tactics were unexpected, they were fighting on their own territory and they were able to unite long enough to stand their ground together. 	<ul style="list-style-type: none"> ● What factors led to the American Colonists making the decision to separate from Great Britain? ● What elements made it possible for Colonies to thrive in America? ● How did life in the colonies contrast with life in Europe? ● How did religion impact colonial life? ● How did the environment shape American character? ● What circumstances created animosity between the colonists and Great Britain? How were they perceived by both sides? ● How did the colonists win the revolution, against all odds?

Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors

ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	

US History I	Grade 9	Unit 2	Marking Period 2
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Focus Indicator	
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.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12.CivicsDP.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.3.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.HistoryU P.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments
6.1.12.HistoryC A.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.HistoryC A.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.HistoryC C.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
Companion Standards	
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
WHST. 9-10.2a-e	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Notes ● Group Work ● Debates ● Do-Nows 	<ul style="list-style-type: none"> ● Test ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis

<ul style="list-style-type: none"> ● Quick Writing ● Graphic Organizers ● Quizlet ● Kahoot ● iCivics ● StoryBoard That ● Crash Course Videos ● Presidents Series Videos 	<ul style="list-style-type: none"> ● Document Based Questions ● Political Cartoon Analysis ● Presentations ● Project ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Political Cartoons ● US Constitution ● Journal of Lewis and Clark 	<ul style="list-style-type: none"> ● <i>Newsela</i> ● <i>CNN Student News</i> ● <i>Movies: Andrew Jackson, Amistad, Lewis and Clark</i> ● <i>“America the Story of Us” Docudrama</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The delegates of the Constitutional Convention referenced historic and contemporary lessons of history and the differing philosophies of the Federalists and Republicans as they crafted a government and a constitution that could be strong enough to last and flexible enough to accommodate the future. ● The Constitution, though flawed, is a living document, representing the fusion of disparate philosophies and ingeniously designed to exercise power over the people and the states, while preserving individual liberties in a Republican form of government. 	<ul style="list-style-type: none"> ● What makes the Constitution unique and lasting? ● How has the Constitution been interpreted during different time periods? ● How did the personalities of the Constitutional Convention participants impact the direction of the sessions? ● Why was the Constitution divided into sections? ● Why was the Bill of Rights necessary?

<ul style="list-style-type: none"> ● The differing personalities of the framers of the Constitution posed challenges to its completion and ratification, but also created a unique and lasting document. ● The Constitution was specifically organized to make the system of checks and balances clear and permanent. ● The Bill of Rights was necessary to satisfy the concern that a federal government would trample individual rights. ● The amendment process allows for societal changes without compromising the baseline of the Constitution. ● The collapse of the monarchy in France and the Jay Treaty combined to create hostility between France and the US in the 1790s, which illustrated the impermanence of positive relationships between nations that still exists. ● The Lewis and Clark expedition resulted in the mapping of western lands, cataloging of plants and animals, awareness of trade opportunities and the documentation of the cooperation of Indian tribes 	<ul style="list-style-type: none"> ● How did the amendment process contribute to making the Constitution a living document? ● Why is freedom of speech the first amendment? ● What are the challenges to separation of church and state? ● What is the significance of the hostility between France and the US in the 1790s? ● How did the Lewis and Clark Expedition spark interest in westward expansion?
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Differentiation		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		

<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

US History I	Grade 9	Unit 3	Marking Period 3
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Focus Indicator	
6.1.12.CivicsD P.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.CivicsD P.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.HistoryC C.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.HistoryU P.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12.HistoryU P.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.HistoryC C.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.HistoryC A.4.c	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.

Companion Standards	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
WHST.9-10.1 a-e	Write arguments focused on discipline-specific content.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Notes ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● Quizlet ● Kahoot ● iCivics ● StoryBoard That ● Crash Course Videos ● Presidents Series Videos 	<ul style="list-style-type: none"> ● Test ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Project ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Political Cartoons ● Constitution: Amendments 13, 14, 15 ● Uncle Tom’s Cabin - novel 	<ul style="list-style-type: none"> ● <i>Newsela</i> ● <i>CNN Student News</i> ● <i>Movies: Harriet, Uncle Tom’s Cabin, Glory</i> ● “<i>America the Story of Us</i>” Docudrama ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The failure of American politicians to find a peaceful resolution to the slavery/states’ rights challenges, led to the outbreak of the Civil War. 	

- Manifest Destiny entitled Americans to take and claim land without regard to native populations. It also provided the opportunity to strengthen the US and to enrich our culture.
- The slave system was as much an economic practice as it was a social mirror in the South. Southerners viewed slaves as children and that paradigm justified the system as a way to care for them.
- The American Indian population, although tied to many successful collaborations, fell victim to the characterization of savagery and ignorance. It was expedient for business and government to capitalize on the negative characterizations.
- Slavery was intertwined with voting when the three fifths compromise altered representation.
- The North ultimately won the war because it had control of the railroads, industry, banks and ships. It also claimed a higher population and experienced government.
- The Civil War was fought over states' rights to decide on slavery.
- The Civil War was the first modern war due to the widespread use of mechanized and electrified systems, like trains, aerial reconnaissance, the telegraph, photography, torpedoes, mines, iron ships and rifles.
- Lincoln may have been impeached for overstepping executive powers and his blockade of the South.

- What were the social and political conflicts that led the US to engage in the Civil War?
- What led us to the Civil War?
- What was the significance of Manifest Destiny?
- How did the slave system mirror southern society?
- Why was the American Indian population marginalized?
- How did voting and slavery become related issues?
- What factors led to the North winning the Civil War?
- In what ways was the Civil War a consequence of the assertion of States' Rights?
- In what ways was the Civil War the first modern war?
- Why was Lincoln about to be impeached before he was assassinated?

Differentiation

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

US History I	Grade 9	Unit 4	Marking Period 4
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Focus Indicator	
6.1.12.CivicsD P.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.GeoHE.5 .a	Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities
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.HistoryN M.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.HistoryN M.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.HistoryC C.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.
6.1.12.HistoryU P.5.a	Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
6.1.12.HistoryC A.5.a	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
6.1.12.CivicsD P.6.a	Use a variety of sources from multiple perspectives to document the ways in which women organized to promote government policies designed to address injustice, inequality, and workplace safety (i.e., abolition, women's suffrage, and the temperance movement).

6.1.12.CivicsD P.6.b	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
6.1.12.CivicsPR .6.a	Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
6.1.12.GeoHE.6 .a	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
6.1.12.GeoGM. 6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.EconEM. 6.a	Determine how supply and demand influenced price and output during the Industrial Revolution.
6.1.12.EconNE. 6.a	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals
6.1.12.HistoryC C.6.b	Explore factors that promoted innovation, entrepreneurship, and industrialization and determine their impact on New Jersey (i.e. Paterson Silk Strike) and the United States during this period.
6.1.12.HistoryC C.6.c	Compare and contrast the foreign policies of American presidents during this time period and analyze how these presidents contributed to the United States becoming a world power.
6.1.12.HistoryC C.6.d	Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders and the eventual ratification of the 19th Amendment (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone).
6.1.12.HistoryC A.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities and rights for various groups.

Companion Standards	
RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
WHST.9-10.2 a-f	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	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.

Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Notes ● Group Work ● Debates ● Do-Nows ● Quick Writing ● Graphic Organizers ● Quizlet ● Kahoot 	<ul style="list-style-type: none"> ● Test ● Essays - Traditional and Precis ● Common Assessments ● Primary Source Analysis ● Document Based Questions ● Political Cartoon Analysis ● Presentation ● Project

<ul style="list-style-type: none"> ● iCivics ● StoryBoard That ● Crash Course Videos ● Presidents Series Videos 	<ul style="list-style-type: none"> ● Final Exam
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● Text book ● Political Cartoons ● Constitution: Amendments 13, 14, 15 ● Novels on topic 	<ul style="list-style-type: none"> ● <i>Newsela</i> ● <i>CNN Student News</i> ● <i>Movies: “Dances with Wolves”</i> ● <i>“America the Story of Us” Docudrama</i> ● http://www.njamistadcurriculum.net/
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● Informational reading in social studies. ● Informational writing in social studies using similar structures. ● Consistent Academic Language ● Public Speaking ● Research 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● The Gilded Age provided economic prosperity, heightened awareness of corruption and a sense of empowerment that had a profound and lasting impact on the United States. ● Political corruption usually leads to a reform movement, which can lead to a false sense of morality and more corruption. ● The claiming of the American frontier established the power base for American society and government. It invited the prospect of new frontiers to conquer in the future. ● Industrialization, urbanization, immigration, politics and labor unions coexisted in their struggles for power. ● Corruption takes hold wherever there is money, power and promise of more of both. ● As the United states telegraphed economic prosperity, struggling people in other countries came to be a part of the expansion. 	<ul style="list-style-type: none"> ● Why is the Gilded Age considered the starting point of American global awareness and power? ● What can we learn from the negative aspects of the Gilded Age? ● How was the American frontier synonymous with the beginning of a new era? ● What aspects of American life were intertwined and polarized during this period? ● How did corruption take such a strong hold on the era? ● Why was there a spike in immigration? ● What necessitated the emergence of the labor movement? ● How were farmers impacted and by whom and what?

<ul style="list-style-type: none"> • The labor movement emerged because industrialization grew to a point where workers were crucial to success and thereby had a voice in their rights on the job. • Farmers were marginalized by industry technology that led to overproduction. They were at the mercy of middlemen and bankers, They eventually formed one of the most powerful third political parties thus far. 	
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Differentiation		
504	<ul style="list-style-type: none"> • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids 	<ul style="list-style-type: none"> • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 		<ul style="list-style-type: none"> ● Problem Solving ● Communication

<ul style="list-style-type: none"> ● Critical Thinking 	<ul style="list-style-type: none"> ● Collaboration
<p>Integrating Technology</p>	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software

Appendix A

Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese (Prior Drafts: Gregg Francis, Amy Bulskis, Luke Collazzo)
Course Title: US History I
Unit Name: The Beginnings Grade Level: 9-10
Approved June, 2017

Content Statements and Rationale: Social, political and economic differences led the American Colonies to declare independence from Great Britain. Understanding the character of the colonists and the self-sufficiency that bolstered the success of the Revolution, will serve as a foundation for grasping the salient parts of the Constitution and the struggle for a central government.	NJSLS: 6.1: All 6.3: D 6, E 1-3 6.4: D All, E All 6.5: B 5 6.6: All Companion Standards: RH: 9, 10 WHTS: 2 (a-f), 4, 7, 9
Overarching Essential Questions: What factors led to the American Colonists making the decision to separate from Great Britain?	Overarching Enduring Understandings: As the American colonies matured, the acceptance of Great Britain's control diminished. The issues of taxation and a growing self-sufficiency provided powerful motivation for the colonists' decision to separate from Great Britain.

<p>Unit Essential Questions:</p> <p>What elements made it possible for Colonies to thrive in America?</p> <p>How did life in the colonies contrast with life in Europe?</p> <p>How did religion impact colonial life?</p> <p>How did the environment shape American character?</p> <p>What circumstances created animosity between the colonists and Great Britain? How were they perceived by both sides?</p> <p>How did the colonists win the revolution, against all odds?</p>	<p>Unit Enduring Understandings:</p> <p>The abundance of natural resources in the New World enabled colonists to provide raw materials to Europe for production purposes. Later, those same resources provided the basis of independence and opportunities for the colonists to create their own industrial systems.</p> <p>Life in the colonies was closer to nature and led to cultural and political systems that mirrored the environment.</p> <p>American character is based on self-sufficiency, fortitude and ingenuity. The environment shaped those characteristics by challenging colonists to not only survive, but to thrive.</p> <p>Animosity between the colonists and Great Britain was a two way street. Issues like taxation were interpreted differently and propaganda on both sides inflamed misunderstandings.</p> <p>The colonists won the Revolution because their military tactics were unexpected, they were fighting on their own territory and they were able to unite long enough to stand their ground together.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</p> <p>Précis of primary documents and multimedia excerpts</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar</p>

<p>Development of an argument supporting or refuting the significance of George Washington’s military genius during the Revolution.</p> <p>Identification and analysis of the significant battles of the American Revolution.</p> <p>Presentation of one battle during the revolution.</p>	<p>Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary):</p> <p>Colonization Imperialism Mercantilism Triangular Trade Covenant Toleration Slavery Proprietor Plantation Indigo Debtor Apprentice Great Awakening Tyranny Democracy Guerrilla Warfare Republic Militia Minutemen Patriot Loyalists</p>	

Resources:	
Internet HS Media Center Databases <u>The American Vision</u> (Glencoe and Prentice Hall) The American Pageant (Houghton Mifflin) Call to Freedom (Holt, Rinehart, Winston) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts	
Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s): Socratic seminar using sound reasoning supporting claims Primary source close reading with academic writing using personal style and tone Use of maps to identify spheres of influence Précis of primary documents and multimedia excerpts Focusing on style and tone while analyzing Primary Source Documents and multimedia excerpts exemplifying sound reasoning of the Precis writing style (I: Technology and Digital Literacy) Development and expression (either through academic writing or through multimedia presentation software) of an argument supporting claims or refuting the significance of the impact of propaganda in the years before and during the American Revolution Identification and analysis of the significant battles during the American Revolution Research and present an overview of the evolution of American colonial culture	
Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):	Suggested Timeline:

<p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese (Prior Drafts: Gregg Francis, Amy Bulskis, Luke Collazzo)
Course Title: US History I
Unit Name: Launching the Ship of State
Grade Level: 9-10
June, 2017

<p>Content Statements and Rationale:</p> <p>The delegates of the Constitutional Convention referenced historic and contemporary lessons of history and the differing philosophies of the Federalists and Republicans as they crafted a government and a constitution that could be strong enough to last and flexible enough to accommodate the future.</p>	<p>NJSLS:</p> <p>6.1: All 6.2: A 1-5, B All, C All, D All, E 1,4-5, 8-10, 12-15 6.4: E All, F 1 6.5: B 5 6.6: All</p> <p>Companion Standards:</p> <p>RH: 9, 10 WHTS: 2 - 4, 7 -10</p>
<p>Overarching Essential Questions:</p> <p>What makes the Constitution unique and lasting?</p>	<p>Overarching Enduring Understandings:</p> <p>The Constitution, though flawed, is a living document, representing the fusion of disparate philosophies and ingeniously designed to exercise power over the people and the states, while preserving individual liberties in a Republican form of government</p>
<p>Unit Essential Questions:</p> <p>How did the personalities of the Constitutional Convention participants impact the direction of the sessions?</p> <p>Why was the Constitution divided into sections?</p> <p>Why was the Bill of Rights necessary?</p> <p>How did the amendment process contribute to making the Constitution a living document?</p>	<p>Unit Enduring Understandings:</p> <p>The differing personalities of the framers of the Constitution posed challenges to its completion and ratification, but also created a unique and lasting document.</p> <p>The Constitution was specifically organized to make the system of checks and balances clear and permanent.</p>

<p>Why is freedom of speech the first amendment?</p> <p>What are the challenges to separation of church and state?</p> <p>What is the significance of the hostility between France and the US in the 1790s?</p> <p>How did the Lewis and Clark Expedition spark interest in westward expansion?</p>	<p>The Bill of Rights was necessary to satisfy the concern that a federal government would trample individual rights.</p> <p>The amendment process allows for societal changes without compromising the baseline of the Constitution.</p> <p>The collapse of the monarchy in France and the Jay Treaty combined to create hostility between France and the US in the 1790s, which illustrated the impermanence of positive relationships between nations that still exists.</p> <p>The Lewis and Clark expedition resulted in the mapping of western lands, cataloging of plants and animals, awareness of trade opportunities and the documentation of the cooperation of Indian tribes</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</p> <p>Précis of primary documents and multimedia excerpts</p> <p>Development of an argument supporting or refuting the significance of the Lewis and Clark Expedition</p> <p>Identification and analysis of the significant sections of the Constitution</p> <p>Presentation of the effectiveness of persuasion during the Constitutional Convention.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar</p> <p>Capacity to research, analyze and report salient information</p>

<p>Key Terms (Essential Vocabulary):</p> <p> Constitution Articles of Confederation Bill Law Checks and Balances Federalist Republican Popular Sovereignty Rule of Law Separation of Powers Veto Judicial Review Repeal Majority Gridlock Electoral College </p>	
<p>Resources:</p> <p> Internet HS Media Center Databases <u>The American Vision</u> (Glencoe and Prentice Hall) The American Pageant (Houghton Mifflin) Call to Freedom (Holt, Rinehart, Winston) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts </p>	

<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic seminar Primary source close reading Use of data to analyze Supreme Court decisions (I; Mathematics) Précis of primary documents and multimedia excerpts (I: Technology and Digital Literacy) Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of the Bill of Rights Identification and analysis of the sequence of events during the Constitutional Convention Research and present an overview of the evolution of and legacy of one of the branches of government</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p>	<p>Suggested Timeline:</p>

<p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese (Prior Drafts: Gregg Francis, Amy Bulskis, Luke Collazzo)
Course Title: US History I
Unit Name: Society in Transition Grade Level: 9-10
Approved June, 2017

<p>Content Statements and Rationale:</p> <p>The early 1800s were a period of social, economic and political change in America, best represented in the person of Andrew Jackson.</p>	<p>NJ Content Standards:</p> <p>6.1: All 6.2: B4-6, E 1-2, 4, 8-10, 12-15 6.3: E 2 6.4: E All, F All 6.6: All</p> <p>Companion Standards:</p> <p>RH: 6, 9, 10 WHTS: 9</p>
<p>Overarching Essential Questions:</p>	<p>Overarching Enduring Understandings:</p>

<p>How did American government and society evolve and strengthen during the early 19th century?</p>	<p>American government and society were shaped and strengthened by the changes brought about by economic growth, global environment and domestic politics which united the nation and nurtured Democracy in the early 1800s.</p>
<p>Unit Essential Questions:</p> <p>How did American nationalism impact its growth?</p> <p>What is the legacy of the Monroe Doctrine?</p> <p>How did the slave system impact the economy in the South?</p> <p>What are the salient elements of the Age of Jackson?</p> <p>What role did the Supreme Court play in the evolution of American society and government?</p> <p>What was the legacy of Jacksonian Democracy?</p>	<p>Unit Enduring Understandings:</p> <p>Nationalism precipitated more trade and alliances.</p> <p>The Monroe Doctrine effectively separated the US from Europe and asserted its right to intercede in the affairs of Latin America.</p> <p>The slave system bolstered the economy of the South in the early years of the 19th century. It also stratified southern society by making it next to impossible for farmers who did not own slaves to compete with the big plantations. During Jackson’s presidency, the slave economy began to wane.</p> <p>The Age of Jackson was the “Age of the Common Man,” and characterized by corruption, mishandling of the Indians, sectionalism and growth of industry.</p> <p>The Supreme Court asserted its right to uphold the Constitution’s sovereignty over state law.</p> <p>Jacksonian Democracy altered the paradigm that the common man could not have a strong voice in government. It also invited and then reformed corruption in government.</p>

<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</p> <p>Précis of primary documents and multimedia excerpts</p> <p>Development of an argument supporting or refuting the significance of the Supreme Court under Jackson.</p> <p>Identification and analysis of the significant accomplishments of Jackson</p> <p>Presentation of the reform movement and its effectiveness over time.</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar</p> <p>Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary):</p> <p>Common Man Corrupt Bargain Tariff of Abomination Spoils System Indian Removal Act Trail of Tears Two Party System Specie Circular Sectionalism Reform</p>	

Resources: Internet HS Media Center Databases <u>The American Vision</u> (Glencoe and Prentice Hall) <u>The American Pageant</u> (Houghton Mifflin) <u>Call to Freedom</u> (Holt, Rinehart, Winston) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts	
Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s): Socratic seminar using sound reasoning and supporting claims Primary source close reading with academic writing using personal style and tone Use of maps and data to identify Indian relocations (I: Mathematics) Précis of primary documents and multimedia excerpts Focusing on style and tone while analyzing Primary Source Documents and multimedia excerpts exemplifying sound reasoning of the Precis writing style (I: Technology and Digital Literacy) Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of the impact of Jackson Identification and analysis of the significant Supreme Court Cases during the Age of Jackson Research and present an overview of the evolution of the reform movement	
Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level): Special Needs – Students with IEPs will be placed in classes with additional instructional support,	Suggested Timeline:

<p>delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese (Prior Drafts: Gregg Francis, Amy Bulskis, Luke Collazzo)
Course Title: US History I
Unit Name: A Nation Divided Grade Level: 9-10
Approved, June, 2017

Content Statements and Rationale:	NJSLS: 6.1: All
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<p>America’s westward expansion and the increasing differences of the Northern and Southern economic systems, magnified the question of slavery, eventually leading to the outbreak of the Civil War. Understanding the factors that led to the war are essential to understanding the course of events after the war.</p>	<p>6.4: G 1-2 6.5: B 3-5 6.6: All</p> <p>Companion Standards:</p> <p>RH: 2, 3, 4, 10 WHTS: 1, 4-10</p>
<p>Overarching Essential Questions:</p> <p>What were the social and political conflicts that led the US to engage in the Civil War? What led us to the Civil War?</p>	<p>Overarching Enduring Understandings:</p> <p>The failure of American politicians to find a peaceful resolution to the slavery/states’ rights challenges, led to the outbreak of the Civil War.</p>
<p>Unit Essential Questions:</p> <p>What was the significance of Manifest Destiny? How did the slave system mirror southern society? Why was the American Indian population marginalized? How did voting and slavery become related issues? What factors led to the North winning the Civil War? In what ways was the Civil War a consequence of the assertion of States’ Rights? In what ways was the Civil War the first modern war?</p>	<p>Unit Enduring Understandings:</p> <p>Manifest Destiny entitled Americans to take and claim land without regard to native populations. It also provided the opportunity to strengthen the US and to enrich our culture.</p> <p>The slave system was as much an economic practice as it was a social mirror in the South. Southerners viewed slaves as children and that paradigm justified the system as a way to care for them.</p> <p>The American Indian population, although tied to many successful collaborations, fell victim to the characterization of savagery and ignorance. It was expedient for business and government to capitalize on the negative characterizations.</p> <p>Slavery was intertwined with voting when the three fifths compromise altered representation.</p>

<p>Why was Lincoln about to be impeached before he was assassinated?</p>	<p>The North ultimately won the war because it had control of the railroads, industry, banks and ships. It also claimed a higher population and experienced government,</p> <p>The Civil War was fought over states' rights to decide on slavery.</p> <p>The Civil War was the first modern war due to the widespread use of mechanized and electrified systems, like trains, aerial reconnaissance, the telegraph, photography, torpedoes, mines, iron ships and rifles.</p> <p>Lincoln may have been impeached for overstepping executive powers and his blockade of the South.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</p> <p>Précis of primary documents and multimedia excerpts</p> <p>Development of an argument supporting or refuting the significance slavery in the South, prior to the Civil War</p> <p>Identification and analysis of the significant battles of the Civil War</p> <p>Presentation of the viability of Reconstruction</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar</p> <p>Capacity to research, analyze and report salient information</p>

Key Terms (Essential Vocabulary):

Abolitionist
Antebellum
Border States
Confederacy
Emancipation
Ironclad
Mason-Dixon Line
Minie Bullet
Napoleonic Tactics
North
South
Peculiar Institute
Rebel
States' Rights

Resources:

Internet
HS Media Center Databases
The American Vision (Glencoe and Prentice Hall)
The American Pageant (Houghton Mifflin)
Call to Freedom (Holt, Rinehart, Winston)
Primary Documents (Trade, Political, Social)
Art and Music Excerpts
Videos and Film Excerpts

<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic seminar with sound reasoning supporting claims Primary source close reading with academic writing using personal style and tone Use of maps and data to identify the major battles of the Civil War (I: Mathematics) Précis of primary documents and multimedia excerpts Focusing on style and tone while analyzing Primary Source Documents and multimedia excerpts exemplifying sound reasoning of the Precis writing style (I: Technology and Digital Literacy) Development and expression (either in academic writing or through multimedia presentation software) of an argument supporting claims or refuting the significance of the impact of the Civil War on modern medicine Identification and analysis of the contention that the Civil War was the first modern war Research and present an overview of the theory that the Civil War was the Second American Revolution</p>	
<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p>	<p>Suggested Timeline:</p>

<p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	
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Audubon Public Schools
Engaging Students ~ Fostering Achievement ~ Cultivating 21st Century Global Skills
Written By: Beth Canzanese (Prior Drafts: Gregg Francis, Amy Bulskis, Luke Collazzo)
Course Title: US History II
Unit Name: Post Civil War (The Gilded Age) Grade Level: 10-11
Approved June, 2017

<p>Content Statements and Rationale:</p> <p>The Gilded Age was a bridge of economic development between Post Reconstruction and the Age of Imperialism. With the economic boost, came corruption. The polarity of events set the stage for reform on the home front and a new kind of power on the International scene.</p>	<p>NJSL:</p> <p>6.1: All 6.3: E 2 6.4: G 2-3, H All, I 1 6.5: B 5 6.6: All</p> <p>Companion Standards:</p> <p>RH: 1-9 WHTS: 2, 5, 7-10</p>
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<p>Overarching Essential Questions:</p> <p>Why is the Gilded Age considered the starting point of American global awareness and power?</p> <p>.</p>	<p>Overarching Enduring Understandings:</p> <p>The Gilded Age provided economic prosperity, heightened awareness of corruption and a sense of empowerment that had a profound and lasting impact on the United States.</p>
<p>Unit Essential Questions:</p> <p>What can we learn from the negative aspects of the Gilded Age?</p> <p>How was the American frontier synonymous with the beginning of a new era?</p> <p>What aspects of American life were intertwined and polarized during this period?</p> <p>How did corruption take such a strong hold on the era?</p> <p>Why was there a spike in immigration?</p> <p>What necessitated the emergence of the labor movement?</p> <p>How were farmers impacted and by whom and what?</p>	<p>Unit Enduring Understandings:</p> <p>Political corruption usually leads to a reform movement, which can lead to a false sense of morality and more corruption.</p> <p>The claiming of the American frontier established the power base for American society and government. It invited the prospect of new frontiers to conquer in the future.</p> <p>Industrialization, urbanization, immigration, politics and labor unions coexisted in their struggles for power.</p> <p>Corruption takes hold wherever there is money, power and promise of more of both.</p> <p>As the United states telegraphed economic prosperity, struggling people in other countries came to be a part of the expansion.</p> <p>The labor movement emerged because industrialization grew to appoint where workers were crucial to success and thereby had a voice in their rights on the job.</p>

	<p>Farmers were marginalized by industry technology that led to overproduction. They were at the mercy of middlemen and bankers, They eventually formed one of the most powerful third political parties thus far.</p>
<p>Benchmarks (Assessments to determine the extent to which students have mastered the non-negotiable skills for this unit, as referenced in the NJ Content and Common Core Standards.</p> <p>Précis of primary documents and multi-media excerpts by focusing on style and tone in their academic writing</p> <p>Development of an argument supporting or refuting the significance of the American frontier by using evidence from the text to support claims</p> <p>Identification and analysis of the significant battles events in the Labor Movement</p> <p>Presentation of one aspect of culture during the Gilded Age</p>	<p>Unit Student Learning Overview (What will the students do to demonstrate learning in this unit):</p> <p>Close reading and précis of primary documents and/or visual and audio clips from the time period</p> <p>Engagement during Socratic Seminar</p> <p>Capacity to research, analyze and report salient information</p>
<p>Key Terms (Essential Vocabulary):</p> <p>Gilded Labor Agrarian Frontier Corruption</p>	

<p>Reform Industrialization Technology Unions Third Party Politics Urbanization Immigration</p>
<p>Resources:</p> <p>Internet HS Media Center Databases <u>The American Vision</u> (Glencoe and Prentice Hall) The American Pageant (Houghton Mifflin) Call to Freedom (Holt, Rinehart, Winston) Primary Documents (Trade, Political, Social) Art and Music Excerpts Videos and Film Excerpts</p>
<p>Suggested Activities for Inclusion in Lesson Planning Interdisciplinary Connections are identified with and I, followed by the related content area(s):</p> <p>Socratic seminar by using supporting claims Primary source close reading by using evidence from the text to support claims Use of data to analyze the plight of the urban laborer (I: Mathematics) Précis of primary documents and multi-media excerpts (I: Technology and Digital Literacy) Development and expression (either in writing or through multimedia presentation software) of an argument supporting or refuting the significance of the American farmer, then and now Identification and analysis of the significant frontiers that have been conquered by Americans Research and present an overview of the evolution of the American City</p>

<p>Modifications for Special Education Students, ELLs and Gifted Students (As they apply to this course level):</p> <p>Special Needs – Students with IEPs will be placed in classes with additional instructional support, delivered in a co-teaching model. Students with 504s will receive the support those documents dictate.</p> <p>ELL – Language support, as needed. Utilization of experience and information, as applicable. Opportunities for students to write or communicate in their native language, as availability of translation allows. Depending on the level of acquisition, opportunities to write instead of speaking; and opportunities to practice speaking.</p> <p>Gifted Learners – Deeper investigations of content and primary documents; close reading tasks, where possible; lead roles during Socratic Seminars</p> <p>Mainstream Learners – Formative assessments to gauge understanding and learning; close reading and participation in Socratic Seminar</p>	<p>Suggested Timeline:</p>

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Appendix B

LGBTQ, Holocaust, Amistad United States History I

Educators are required to engage students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust. Below is some guidance and resources related to these topics.

LGBTQ:

N.J.S.A. 18A:35-4.35-36 requires boards of education to include instruction on the political, economic, and social ***contributions*** of persons with disabilities and lesbian, gay, bisexual, and transgender (LGBT) people in appropriate places in the middle school and high school curriculum. The law also requires boards of education to adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and LGBT people, where appropriate.

For persons with disabilities/LGBTQ contributions instructional material, please visit:

<https://www.nj.gov/education/cccs/resources/educators/>

Holocaust:

Info on the Holocaust mandate:

<https://www.nj.gov/education/holocaust/docs/donate.pdf>

For Holocaust instructional materials, please visit: <https://www.nj.gov/education/holocaust/curriculum/materials/>

Amistad:

Teacher resources:

<https://www.nj.gov/education/amistad/docs/Literacy%20Components%20for%20Primary%20Grades.pdf>

Web based resources:

<http://www.njamistadcurriculum.net/>

Below is instructional content and/or activities during the year that engage Audubon students in equity based topics specifically related to persons with disabilities/LGBTQ contributions, Amistad, and the Holocaust.

Course: United States History I			
Unit	Persons w/ disabilities / LGBTQ contributions	Amistad	Holocaust
1		Unit on the Roots of Slavery: the Roots of Slavery in the English Colonies, Discrimination based on race, the Middle Passage, Slave Rebellion, the Movement towards harsher Slave Codes, Lessons on the Abuse suffered by Native Americans and their attempts to preserve their civilization	
2			
3			
4			