

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT
OFFICE OF CURRICULUM AND INSTRUCTION
LAW AND PUBLIC SERVICE SPECIALIZED LEARNING
CENTER

HONORS UNITED STATES
HISTORY I

COURSE PHILOSOPHY

Through an in depth examination of our nation's founding through the period of Reconstruction students will develop the skills and habits of mind necessary to become active participants and constructive members of society. This lofty achievement will be accomplished as students grow to understand the evolution of democracy in America, appreciate the endurance and mutable quality of the U.S. Constitution- ever ready to adjust to society's changing needs. Additionally, students will learn how society evolves to reflect ideological change, and will foster an appreciation for the struggles and achievements of those who came before us, recognizing both the benefits and costs of American progress.

Learning goals will be achieved through a variety of instructional methods and assessments including, but not limited to, chapter outlining, tests and quizzes, expository and persuasive essays, DBQs, document analysis, speeches, class discussion, debate, individual and collaborative projects, and a guest speaker series. Upon completion of this course students will be prepared for the rigors of the Advanced Placement US II course.

COURSE DESCRIPTION

Grade Level: 10

Department: Law and Public Service
Specialized Learning Center

Course Title: Honors United States History I Credits: 5

Course Code: 220850

BOARD OF EDUCATION INITIAL ADOPTION DATE: AUGUST 30, 2010

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

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Learning goals will be achieved through a variety of instructional methods and assessments including, but not limited to, chapter outlining, tests and quizzes, expository and persuasive essays, DBQs, document analysis, speeches, class discussion, debate, individual and collaborative projects, and a guest speaker series. Upon completion of this course students will be prepared for the rigors of the Advanced Placement US II course.

Course Description

Honors USI is designed as the first part of a two course series in advanced American history study. Students take Honors USI during their sophomore year, and upon successful completion, will go on to take Advanced Placement USII during their junior year. After completing both courses, the student will be prepared to complete the rigorous College Board Advanced Placement Exam in United States history. Honors USI examines the earlier part of US history from colonization through the Reconstruction period. The role of government, growth and expansion, treatment of minorities and equality, are among the recurring themes of the course. Learning goals will be achieved through a variety of instructional methods and assessments including, but not limited to, chapter outlining, tests and quizzes, expository and persuasive essays, DBQs, document analysis, speeches, class discussion, debate, individual and collaborative projects, and a guest speaker series. Upon completion of this course students will be prepared for the rigors of the Advanced Placement US II course.

**Freehold Regional High School District
Curriculum Map**

LPS Honors United States History I

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.a 6.1.12.C.1.b 6.1.12.D.2.a	Geography and societal interactions impact culture and facilitates demographic change.	How does competition for resources affect cultural interaction? How does geography impact economic development?	-Pretest -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts -Inferential speculation	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Comparative analysis -Primary source document analysis(Virginia Charter) -Facilitated discussion (minute-around, Socratic circle -Related documentaries, or United Streaming Media Clips -Critical Thinking Questions -Review handouts	-Unit Exam -Practical Application Assignment -Mid Term
6.1.12.A.2.a 6.1.12.A.3.a 6.1.12.B.2.a 6.1.12.C.2.a 6.1.12.D.2.a 6.1.12.D.3.c	Nationalism is influenced by individual perception and public attitudes in response to dramatic events.	What, if any, are justifiable reasons to declare war? How does public reaction influence government policy? How did a uniquely American cultural identity evolve? Can sectionalism coincide with Nationalism?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts -Inferential speculation	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Primary source document analysis -Political Cartoon analysis -Facilitated discussion (minute-around, Socratic circles) -Supplemental Reading Assignments -Collaborative assignments -Debate -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Review handouts	-Unit Exam -Projects and/or presentations -Speech rubric -Practical Application Assignment -Mid Term
6.1.12.A.2.a 6.1.12.A.2.e 6.1.12.D.2.b 6.1.12.D.2.d 6.1.12.D.2.e 6.1.12.A.3.a 6.1.12.A.3.d 6.1.12.A.3.h 6.1.12.D.3.c 6.1.12.D.3.d	Ideological shifts cause social, political, cultural, and economic change	How did the concepts written in the Declaration of Independence reflect a changing political ideology in America? Can presidential actions be considered an abuse of power if the actions are popularly supported? Under what circumstances are secession justified? How does culture and ideology affect perception and	-Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Inferential speculation	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Primary source document analysis -Political Cartoon analysis -Facilitated discussion (minute-around, Socratic circles) -Collaborative assignments	-Unit Exam -Projects and/or presentations -DBQ or other written assignment rubric -Portfolio -Practical Application

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.D.3.e 6.1.12.A.4.a 6.1.12.A.4.b 6.1.12.A.4.d 6.1.12.D.4.c		interpretation of events?		-Debate -Speeches -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Research -Review handouts	Assignment -Mid Term
6.1.12.C.2.a 6.1.12.D.2.a 6.1.12.A.4.c 6.1.12.B.4.a	Military outcomes are unpredictable	Why are alliances useful during times of war? What assets and liabilities do nations need to take into consideration before engaging in war? What factors contribute to military strategy?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts -Inferential speculation	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Comparative analysis assignment -Persuasive assignment -Related movies, documentaries, or United Streaming Media Clips -Reenactments -Critical Thinking Questions	-Unit Exam -Projects and/or presentations -Mid Term
6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d 6.1.12.A.2.e 6.1.12.B.2.b 6.1.12.C.2.b 6.1.12.D.2.b 6.1.12.A.14.a	Democratic governments limit the possibility of governmental abuses while guaranteeing individual rights and liberties.	How was the Constitution designed to empower the national government while limiting governmental abuses? How did the founding fathers balance the needs of the nation with the needs of the states? What problems do new nations face?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Inferential speculation	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Comparative analysis -Primary source document analysis -Facilitated discussion (minute-around, Socratic circles) -Supplemental Reading Assignments -Collaborative assignments -Debate -Speeches -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Review handouts	-Unit Exam -Projects and/or presentations -Portfolio -Practical Application Assignment -Mid Term
6.1.12.C.2.b 6.1.12.D.2.c 6.1.12.A.3.b	America is part of a global community	How do foreign entanglements influence America? What are the advantages and disadvantages of neutrality? What, if any, are justifiable reasons to declare war?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts -Inferential speculation	-Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Primary source document analysis -Political Cartoon analysis -Collaborative assignments -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Research -Review handouts	-Unit Exam -Projects and/or presentations -DBQ or written assignment rubric -Portfolio -Practical Application Assignment -Mid Term

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.2.d 6.1.12.A.2.f 6.1.12.D.2.c 6.1.12.A.3.b 6.1.12.D.14.a 6.1.12.B.2.a 6.1.12.A.3.d 6.1.12.D.3.c	Partisan politics can encourage political participation as well as divide a nation	What role did partisan politics play in shaping America? What are the advantages and disadvantages of creating political parties?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Inferential speculation	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Comparative analysis -Primary source document analysis -Political Cartoon analysis -Supplemental Reading Assignments -Collaborative assignments -Debate -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Research -Review handouts	-Unit Exam -Projects and/or presentations -DBQ or written assignment rubric -Practical Application Assignment -Mid Term
6.1.12.A.3.i 6.1.12.D.3.b 6.1.12.D.3.d 6.1.12.D.3.e 6.1.12.D.4.d 6.1.12.D.4.e	Reform and change are necessary for the continued evolution of successful government	Why is reform necessary? How do past events affect society today? How did America become more democratic over time?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts -Inferential speculation	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Primary source document analysis -Facilitated discussion (minute-around, Socratic circles) -Supplemental Reading Assignments -Collaborative assignments -Speeches -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Research	-Unit Exam -Projects and/or presentations -DBQ or written assignment rubric -Portfolio -Practical Application Assignment -Final Exam

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.B.3.a 6.1.12.C.3.b 6.1.12.D.3.a 6.1.12.D.3.b	American Progress resulted in great national benefits while bearing the burden of heavy cultural costs	Do positive ends justify negative means? What is the social, political, cultural, and economic impact of geographic expansion?	-Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts -Inferential speculation	-Note-taking charts/maps -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Primary source document analysis -Facilitated discussion (minute-around, Socratic circles) -Supplemental Reading Assignments -Collaborative assignments -Debate -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions	-Unit Exam/ Expansion Map Exam -Projects and/or presentations -Final Exam
6.1.12.A.4.a 6.1.12.D.4.c	Political parties evolve over time	How are political parties created? What causes political party platforms to change?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Comparative analysis -Primary source document analysis -Political Cartoon analysis -Facilitated discussion (minute-around, Socratic circles) -Debate -Speeches -Critical Thinking Questions -Research	-Unit Exam -Portfolio -Practical Application Assignment -Final Exam
6.1.12.A.4.c	Civil Liberties may be limited during times of national crisis	What is the difference between a right and a liberty? Which civil liberties could be considered dangerous during times of war?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Inferential speculation	-Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Primary source document analysis -Political Cartoon analysis -Facilitated discussion (minute-around, Socratic circles) -Debate -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Research -Review handouts	-Unit Exam -Projects and/or presentations -DBQ -Practical Application Assignment -Final Exam

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.4.c 6.1.12.A.4.d 6.1.12.C.4.a 6.1.12.C.4.c 6.1.12.D.4.a 6.1.12.D.4.b 6.1.12.A.14.h	War is a catalyst for positive and negative change	How does war affect society politically, socially, and economically?	-Pretest -Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts -Inferential speculation	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Primary source document analysis -Political Cartoon analysis -Supplemental Reading Assignments -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Research -Review handouts	-Unit Exam -Projects and/or presentations -DBQ or other written assignment rubric -Final Exam
6.1.12.A.2.a 6.1.12.B.2.b 6.1.12.A.4.d 6.1.12.B.4.b 6.1.12.C.4.b 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.D.4.e	American law has evolved to reflect societal changes	How do laws encourage equality? What role does public opinion play in establishing public policy?	-Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Comparative analysis -Primary source document analysis -Facilitated discussion (minute-around, Socratic circles) -Supplemental Reading Assignments -Collaborative assignments -Speeches -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Research	-Unit Exam -Projects and/or presentations -DBQ -Portfolio -Practical Application Assignment -Final Exam

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
6.1.12.A.2.b 6.1.12.D.2.d 6.1.12.D.2.e 6.1.12.A.4.b 6.1.12.A.4.d 6.1.12.D.4.d 6.1.12.D.4.e 6.1.12.A.3.e 6.1.12.A.3.f 6.1.12.A.3.g 6.1.12.D.3.d	Equality is an achievement that occurs slowly over time	What is equality? What role does/should the government play in social reform?	-Student Survey -Verbal Questions/ Discussion -Anticipatory Sets -Picture Prompts	-Note-taking charts -Chapter Outlines and quizzes/PEDLIGS -Written Assignments (essay, narrative, persuasive, or reflective) -Primary source document analysis -Political Cartoon analysis -Facilitated discussion (minute-around, Socratic circles) -Supplemental Reading Assignments -Speech -Related movies, documentaries, or United Streaming Media Clips -Critical Thinking Questions -Research	-Unit Exam -Projects and/or presentations -DBQ or other written assignment rubric -Portfolio -Final Exam

**Freehold Regional High School District
Course Proficiencies and Pacing**

LPS Honors USI

Unit Title	Unit Understandings and Goals	Recommended Duration
Unit #1: Colonization- (Establishing colonies, a New World economy, and colonial culture)	<p>Geography and societal interactions impact culture and facilitates demographic change.</p> <ol style="list-style-type: none"> 1. Students will be able to describe and analyze the social, political, cultural and economic differences of the colonial regions and explain the causes of said differences. 2. Students will be able to describe and analyze the impact of the colonial relationship with Great Britain, the colonial relationship with Native Americans, and the colonial relationship amongst the colonies. 	3 weeks
Unit #2: Roots of Independence (French and Indian War- the Revolutionary War)	<p>Nationalism is influenced by individual perception and public attitudes in response to dramatic events. Ideological shifts cause social, political, cultural, and economic change. Military outcomes are unpredictable.</p> <ol style="list-style-type: none"> 1. Students will be able to describe and analyze events and contributing factors leading to American Independence. 	4 weeks
Unit #3: Creating the American Government (Articles of Confederation- Ratification of the Constitution)	<p>Democratic governments limit the possibility of governmental abuses while guaranteeing individual rights and liberties.</p> <ol style="list-style-type: none"> 1. Students will be able to identify the issues facing the new nation. 2. Students will be able to describe the Articles of Confederation and their strengths and weaknesses in addressing the issues facing the new nation. 3. Students will be able to interpret the US Constitution and analyze to what extent they addressed the issues facing the new nation. 	3 weeks
Unit #4: Testing the New Nation (Washington's Administration-War of 1812)	<p>America is part of a global community. Partisan politics can encourage political participation as well as divide a nation.</p> <ol style="list-style-type: none"> 1. Students will be able to explain the domestic impact of foreign affairs from Washington's Administration through Madison's Administration. 2. Students will be able to describe the factors contributing to the development of political parties and identify the primary beliefs of the Federalist and Democratic Republican parties. 	4 weeks
Unit #5: Nationalism and the Rise of Mass Democracy (Monroe, American System, Market Revolution, Jacksonian Era)	<p>Nationalism is influenced by individual perception and public attitudes in response to dramatic events. Ideological shifts cause social, political, cultural, and economic change.</p> <ol style="list-style-type: none"> 1. Students will be able to analyze the impact of political and economic nationalism. 	3 weeks

Unit #6: Reform (social, cultural, sectional)	<p>Reform and change are necessary for the continued evolution of successful government.</p> <p>1. Students will be able to describe the reform movements of the 1840s and analyze their lasting contributions on American society.</p>	4 weeks
Unit #7: Westward Expansion	<p>American progress resulted in great national benefits while bearing the burden of heavy cultural costs.</p> <p>1. Students will be able to describe the course of westward expansion and analyze the positive and negative impacts.</p>	3 weeks
Unit #8: Decade of Discontent (1850s-renewing the sectional struggle)	<p>Ideological shifts cause social, political, cultural, and economic change. Political parties evolve over time.</p> <p>1. Students will be able to describe the northern and southern reactions to events of the 1850s and explain how they contributed to the outbreak of the Civil War.</p>	3 weeks
Unit #9: Civil War	<p>Civil Liberties may be limited during times of national crisis. War is a catalyst for positive and negative change.</p> <p>1. Students will be able to describe the northern and southern strategies and performance in the Civil War. 2. Students will be able to identify and evaluate limitations on civil liberties during the Civil War.</p>	4 weeks
Unit #10: Reconstruction	<p>American law has evolved to reflect societal changes. Equality is an achievement that occurs slowly over time.</p> <p>1. Students will be able to analyze the impact of Reconstruction policies on freedmen. 2. Students will be able to describe how Reconstruction policies affected reunification and national politics.</p>	3 weeks

**Freehold Regional High School District
LPS USI**

Unit #1: Colonization- (Establishing colonies, a New World economy, and colonial culture)

Enduring Understanding: Geography and societal interactions impact culture and facilitates demographic change.

Essential Questions: How does competition for resources affect cultural interaction?

How does geography impact economic development?

Unit Goals: Students will be able to describe and analyze the social, political, cultural and economic differences of the colonial regions and explain the causes of said differences.

Students will be able to describe and analyze the impact of the colonial relationship with Great Britain, the colonial relationship with Native Americans, and the colonial relationship amongst the colonies.

Duration of Unit: 3 weeks (including course introduction at start of school year)

NJCCCS: 6.1.12.A.1.a, 6.1.12.A.1.b, 6.1.12.B.1.a, 6.1.12.C.1.a, 6.1.12.C.1.b, 6.1.12.D.2.a

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What unique characteristics did each colonial region exhibit?</p> <p>How did English mercantilist policies impact the colonies?</p> <p>To what extent did the original 13 colonies demonstrate democratic ideals?</p> <p>How did colonists interact with Great Britain, Native Americans, and each other?</p>	<p>Content:</p> <ul style="list-style-type: none"> -Settlement of the Original 13 colonies -Early Indian Wars -Navigation Acts <p>Themes/Concepts:</p> <ul style="list-style-type: none"> -Catalysts of change -Interaction -Property ownership -Mercantilism <p>Skills:</p> <ul style="list-style-type: none"> -Map reading -Document Analysis -Hypothesizing 	<p>Current textbooks and resource binders</p> <p>Internet</p> <p>United Streaming Video/Documentary</p> <p>Smart Board/Projector</p> <p>Graphic Organizers</p> <p>Hanging Class Room Maps</p>	<p>Provide notes on a Colonial Comparison Chart</p> <p>Review critical thinking questions</p> <p>Interpret documents such as the Virginia Charter and Mayflower Compact</p> <p>Facilitate Discussion</p> <p>Power-point Presentation</p>	<p>Unit tests</p> <p>Chapter quizzes</p> <p>Project Rubrics:</p> <ul style="list-style-type: none"> -Native-American Treaty Creation project – create a virtual map overlay to show the modern borders compared to the 13 colonies with area resources identified <p>Written Assignment Rubric</p> <p>Document Analysis Sheet</p>

Suggestions on how to differentiate in this unit:

- Provide flowcharts of historical threads
- Use tangible examples to illustrate colonial resources/exports

Freehold Regional High School District

LPS USI

Unit #2: Roots of Independence

Enduring Understandings: Nationalism is influenced by individual perception and public attitudes in response to dramatic events.
 Ideological shifts cause social, political, cultural, and economic change.
 Military outcomes are unpredictable.

Essential Questions: What, if any, are justifiable reasons to declare war? How did the concepts written in the Declaration of Independence reflect a changing political ideology in America? Why are alliances useful during times of war? What assets and liabilities do nations need to take into consideration before engaging in war? What factors contribute to military strategy? How does public reaction influence government policy?

Unit Goal: Students will be able to describe and analyze events and contributing factors leading to American Independence.

Duration of Unit: 4 weeks

NJCCCS: 6...1.12.A.2.a, 6.1.12.C.2.a, 6.1.12.D.2.a

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did the French and Indian War contribute to British alienation of her colonies?</p> <p>How did Colonial actions and British reactions contribute to the outbreak of the Revolutionary War?</p> <p>What were the arguments for and against independence?</p> <p>What role did foreign allies play in the Revolutionary War?</p> <p>How was the nation governed once political ties were severed with Britain?</p> <p>How did the new government reflect changing ideology and values?</p>	<p>Content: -British taxes and restrictions placed on the colonies -Continental Congress -Declaration of Independence -Revolutionary War</p> <p>Themes/Concepts: -Abusive government -Political Representation</p> <p>Skills: -Persuasive speech</p>	<p>Current textbooks and resource binders</p> <p>Internet</p> <p>Microsoft Office Publisher</p> <p>United Streaming Video/ Documentary/Relevant Movies</p> <p>Smart Board/Projector</p> <p>Graphic Organizers</p> <p>Hanging Class Room Maps</p> <p>Primary Sources Documents</p>	<p>Cause/Effect Flow Chart notes on pre-war events</p> <p>Revolutionary War Battle Map Review</p> <p>Instruct on using Microsoft Publisher to create persuasive, authentic assignments (such as propaganda or pamphlets)</p> <p>Declaration of Independence Examination</p> <p>Facilitated Discussion</p> <p>Power-point Presentation</p>	<p>Unit tests</p> <p>Chapter quizzes</p> <p>Project Rubrics: Protest to King George with speech performance and picket signs. Loyalist pamphlet.</p> <p>Written Assignment Rubric</p> <p>Document Analysis Sheet</p>

Suggestions on how to differentiate in this unit:

- Persuasive assignment can be offered as a verbal assignment such a speech
- Students can make a physical/tangible map of the Revolutionary War Battles rather than have them take notes and complete handouts on the material
- Authentic assessment can be completed using video such as having students create a commercial or public service announcement

Freehold Regional High School District
LPS USI
Unit #3 Creating the American Government

Enduring Understanding: Democratic governments limit the possibility of abusing power while guaranteeing individual rights and liberties.

Essential Questions: How was the Constitution designed to empower the national government while limiting the possibility of governmental abuses?
 How did the founding fathers balance the needs of the nation with the needs of the states?
 What problems do new nations face?

Unit Goal: Students will be able to identify the issues facing the new nation.

Students will be able to describe the Articles of Confederation and their strengths and weaknesses in addressing the issues facing the new nation.

Students will be able to interpret the US Constitution and analyze to what extent they addressed the issues facing the new nation.

Duration of Unit: 3 weeks

NJCCCS: 6.1.12.A.2.b, 6.1.12.A.2.c, 6.1.12.A.2.d, 6.1.12.A.2.e, 6.1.12.B.2.b, 6.1.12.C.2.b, 6.1.12.D.2.b, 6.1.12.A.14.a

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What is a Republic? Why was it determined that the Articles of Confederation were not sufficient in meeting the needs of the nation/What are the strengths and weaknesses of the Articles of Confederation? How did the Founding Fathers balance the needs of the nation with the needs of the states? What role did the Federalists and Anti-Federalists play in the Ratification of the Constitution? How was the Constitution a Bundle of Compromises? What rights are guaranteed in the Bill of Rights?	Content: -Northwest Ordinance -Shay's Rebellion -Constitutional Convention -Great Compromise -3/5 Compromise -Federalist Papers -Supremacy Clause Themes/Concepts: -Federalism -Checks and Balances -Separation of Powers Skills: -Essay Writing -Document Analysis -Thesis Writing	Current textbooks and resource binders Internet United Streaming Video/ Documentary/Relevant Movies Smart Board/Projector Graphic Organizers Primary Sources Documents	Constitutional Convention Reenactment Discussion Notes: Comparison Charts/Graphic Organizers reflecting the goals of competing interests Constitutional Scavenger Hunt: Locate which articles/amendments apply in historical and modern scenarios Instruct on proper essay writing techniques and strategies	Unit tests Chapter quizzes Project Rubrics: Create a bill and get your law passed simulation. Written Assignment Rubric: How was the Constitution a bundle of compromises? Document Analysis Sheet

Suggestions on how to differentiate in this unit:

- Primary Source documents can be displayed as a visual projection using a Smartboard or projector to highlight significant passages
- A “skeleton essay” guide can be provided to students to fill in as instruction is given

Freehold Regional High School District

LPS USI

Unit #4 Testing the New Nation

Enduring Understandings: America is part of a global community.
Partisan politics can encourage political participation while simultaneously dividing a nation.

Essential Questions: What role did partisan politics play in shaping America?
How did foreign entanglements influence American policies?
What are the advantages and disadvantages of neutrality?
What, if any, are justifiable reasons to declare war?

Unit Goal: Students will be able to explain the domestic impact of foreign affairs from Washington’s Administration through Madison’s Administration.
Students will be able to describe the factors contributing to the development of political parties and identify the primary beliefs of the Federalist and Democratic-Republican parties.

Duration of Unit: 4 weeks

NJCCCS: 6.1.12.A.2.f, 6.1.12.D.2.c, 6.1.12.A.3.b, 6.1.12.D.14.a

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the causes and effects of the War of 1812?</p> <p>How did Democratic-Republicans differ from Federalists?</p>	<p>Content: -Foreign: Impressments -Embargo Act – Jay’s Treaty –Macon’s Bill #2 – XYZ Affair –Chesapeake Incident</p> <p>-Domestic: National Bank – Elastic Clause- Washington’s Farewell Address -Alien and Sedition Acts – Virginia and Kentucky Resolutions- Federalists – Democratic Republicans – War Hawks</p> <p>Themes/Concepts: -Neutrality -Economic Coercion -Nullification -Strict and Loose Interpretation</p> <p>Skills: -Political cartoon analysis -Research</p>	<p>Current textbooks and resource binders</p> <p>Internet</p> <p>United Streaming Video/ Documentary/Relevant Movies</p> <p>Smart Board/Projector</p> <p>Graphic Organizers</p> <p>Primary Sources Documents</p> <p>Class room maps</p>	<p>Timeline Notes</p> <p>Domestic and Foreign Affairs Graphic Organizer Review</p> <p>Hamilton vs. Jefferson comparison</p> <p>Power-point Presentation</p>	<p>Written tests and quizzes</p> <p>Critical Thinking Question Responses</p> <p>Project assessments</p> <p>Essay or DBQ Rubric</p>

Suggestions on how to differentiate in this unit:

- Play a word association game instead of filling in graphic organizers ex: “Hamilton”- assumption plan, elastic clause, federalist etc...
- Play an audio recording of Washington’s Farewell Address instead of reading it

Freehold Regional High School District

LPS USI

Unit #5 Nationalism and the Rise of Mass Democracy

Enduring Understandings: Nationalism is influenced by individual perception and public attitudes in response to dramatic events. Ideological shifts cause social, political, cultural, and economic change.

Essential Questions: How did a uniquely American cultural identity evolve? Can sectionalism coincide with Nationalism? Can Presidential actions be considered an abuse of power if the actions are popularly supported?

Unit Goal: Students will be able to analyze the impact of political and economic nationalism

Duration of Unit: 3 weeks

NJCCCS: 6.1.12.B.2.a, 6.1.12.A.3.b, 6.1.12.A.3.d, 6.1.12.A.3.e, 6.1.12.C.3.a, 6.1.12.D.3.c

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>In what ways did cultural, political, and economic nationalism grow from 1814-1840?</p> <p>How did the Market Evolution evolve in America?</p> <p>How did political participation increase during the Jacksonian Era?</p> <p>Did Jackson’s decisions support nationalism or sectionalism?</p> <p>Is nullification supported by the national constitution?</p> <p>How do geography and economics impact sectionalism?</p>	<p>Content:</p> <ul style="list-style-type: none"> -Monroe Doctrine -Era of Good Feelings -American System -National Bank -Corrupt Bargain -Transportation Improvements -Industrial technologies -Panic 1837 <p>Themes/Concepts:</p> <ul style="list-style-type: none"> -Universal Manhood Suffrage -Veto Power -Market Revolution -Indian Removal -American Culture: writers/musicians/artists <p>Skills:</p> <ul style="list-style-type: none"> -Document Analysis -Persuasive writing -Debate 	<p>Current textbooks and resource binders</p> <p>Internet</p> <p>United Streaming Video/ Documentary/Relevant Movies</p> <p>Smart Board/Projector</p> <p>Graphic Organizers</p> <p>Primary Sources Documents</p> <p>Class room maps</p>	<p>-Facilitated Debate: President Jackson-good or bad?</p> <p>-Document analysis review/discussion</p> <p>-Graphic organizer reflected the achievements and drawbacks of the time period</p> <p>-Power-point presentation</p>	<p>Written tests and quizzes</p> <p>Project assessments</p> <p>Debate scoring rubric</p> <p>Persuasive writing rubric</p>

Suggestions on how to differentiate in this unit:

- Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods
- A wide variety of assessments and strategies complement the individual learning experience.

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LPS USI

Unit #6: Reform Movements

Enduring Understanding: Reform and change are necessary for the continued evolution of successful government.

Essential Questions: Why is reform necessary? How do past events affect society today? How did America become more democratic over time?

Unit Goal: Students will be able to describe the reform movements of the 1840s and analyze their lasting contributions on American society.

Duration of Unit: 4 weeks

NJCCCS: 6.1.12.D.3.d, 6.1.12.D.3.e, 6.1.12.A.4.b, 6.1.12.D.14.e

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What was the impact of the Second Great Awakening?</p> <p>What role did women play in the 19th century reform movements?</p> <p>How did Abolition overshadow the other reform movements and drive an enduring wedge between the North and South?</p>	<p>Content:</p> <ul style="list-style-type: none"> -Second Great Awakening -Public School Education -Temperance -Women's Rights -Female Suffrage -Abolition -Prison/Mentally ill reform -Industrial worker reforms <p>Themes/Concepts:</p> <ul style="list-style-type: none"> -Sectionalism -Equality -Minority Advocacy <p>Skills:</p> <ul style="list-style-type: none"> -Oral presentation -Persuasiveness -Empathetic understanding -Interview 	<p>Current textbook and resource binders</p> <p>Internet (Library of Congress Slave Narratives- http://www.loc.gov/exhibits/african/afam015.html)</p> <p>Parents</p> <p>Community resources</p> <p>Documentary (Unchained memories-Slave narratives by HBO)</p> <p>Primary Source Documents</p>	<p>Documentary Viewing guided/discussion</p> <p>Critical thinking question responses</p> <p>Facilitated debate or minute-around discussion on modern impact of reform movements</p> <p>Sample interviews presented</p> <p>Primary Source Document Review</p> <p>Slave narratives examination</p>	<p>Written tests and quizzes</p> <p>Project assessments (create a persuasive reform pamphlet, historical or modern day- or other form of presentation based on interviews)</p> <p>Abolition Speech Rubric</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Speech can be presented in musical or poetic format, or pre-taped • Graphic organizer charts can be distributed for data-collection 				

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Unit #7: Westward Expansion

Enduring Understanding: American Progress resulted in great national benefits while bearing the burden of heavy cultural costs.

Essential Questions: Do positive ends justify negative means? What is the social, political, cultural, and economic impact of geographic expansion?

Unit Goal: Students will be able to describe the course of westward expansion and analyze the positive and negative impacts

Duration of Unit: 3 weeks

NJCCCS: 6.1.12.A.3.a, 6.1.12.A.3.b, 6.1.12.B.3.a, 6.1.12.C.3.b, 6.1.12.D.3.a, 6.1.12.D.3.b

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What is Manifest Destiny?</p> <p>How did America obtain the land from the Rocky Mountains to the Pacific Ocean?</p> <p>How did expansion re-ignite the slavery controversy?</p> <p>How were minorities such as Native Americans, Mexicans, and Chinese impacted by American Westward Expansion?</p>	<p>Content:</p> <ul style="list-style-type: none"> -Acquisition of Florida, Texas, Oregon, Mexican cession, and Gadsden Purchase -Mexican-American War -Election 1844 -Oregon Trail/western trails -Wilmot Proviso -California Gold Rush <p>Themes/Concepts:</p> <ul style="list-style-type: none"> -Texas Independence -Manifest Destiny -Minority Subjugation -Progress <p>Skills:</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Supplemental readings (such as People’s History of the United States, Catherine Sager Diary)</p> <p>Video (Dances with Wolves)</p> <p>Blank Map of US Expansion</p> <p>Class room maps</p>	<p>Video-viewing guide/facilitated discussion or Socratic circles</p> <p>Expansion map pre-test</p> <p>Lecture/Notes</p> <p>Worksheets</p> <p>People’s History of the United States “We Take Nothing By Conquest Thank God” reading.</p>	<p>Written tests and quizzes (including an expansion map test identifying the lands acquisitions and how they were achieved)</p> <p>First-person impact journal</p> <p>Project assessments</p> <p>Essay Rubric</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Desktop Atlases may be used to illustrate expansion • Closed-Captioning can be turned on in the video 				

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Unit #8: Decade of Discontent

Enduring Understandings: Ideological shifts cause social, political, cultural, and economic change.
Political parties evolve over time.

Essential Questions: Under what circumstances are secession justified? How does culture and ideology affect perception and interpretation of events?

Unit Goal: Students will be able to describe the northern and southern reactions to events of the 1850s and explain how they contributed to the outbreak of the Civil War.

Duration of Unit: 3 weeks

NJCCCS: 6.1.12.A.4.a

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the northern and southern reactions to the Events of the 1850s?</p>	<p>Content: -Compromise of 1850 -Fugitive Slave Law -<i>Uncle Tom's Cabin</i> -Kansas-Nebraska Act -Dred Scott Case -Lecompton Constitution -the beating of Senator Sumner -the Lincoln-Douglas Debates -John Brown's raid on Harper's Ferry -Election of 1860.</p> <p>Themes/Concepts: -Citizenship -Slave Property/property ownership -State's Rights</p> <p>Skills: -research -debate -document analysis</p>	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Smartboard/Projector</p> <p>Primary source documents</p>	<p>Power-point presentation</p> <p>Graphic Organizer of Northern and Southern Responses to 1850s events</p> <p>Informational Worksheets</p> <p>Facilitated research worksheets to prepare for Secession Debate</p>	<p>Written tests and quizzes</p> <p>Document Analysis Sheets</p> <p>Secession Debate Simulation Rubric</p>
<p>Suggestions on how to differentiate in this unit:</p> <ul style="list-style-type: none"> • Students with individual learning styles can be assisted through adjustments in assessment standards, one-to-one teacher support, additional testing time, and use of visual and auditory teaching methods • A wide variety of assessments and strategies complement the individual learning experience. 				

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LPS USI

Unit #9: Civil War

Enduring Understandings: Civil Liberties may be limited during times of national crisis.

War is a catalyst for positive and negative change.

Essential Questions: What factors contribute to military strategy?

How does war affect society?

Unit Goals: Students will be able to describe the northern and southern strategies and performance in the Civil War.

Students will be able to identify and evaluate limitations on civil liberties during the Civil War.

Duration of Unit: 4 weeks

NJCCCS: 6.1.12.A.4.b, 6.1.12.A.4.c, 6.1.12.B.4.a, 6.1.12.C.4.a, 6.1.12.C.4.c, 6.1.12.D.4.a, 6.1.12.D.4.b, 6.1.12.A.14.h

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What were the strategies employed by both sides?</p> <p>What advantages and disadvantages did each side have entering into the war?</p> <p>What is the significance of the Battle of Bull Run, Chancellorsville, Antietam, Shiloh, The Tennessee Campaigns, Gettysburg, Vicksburg, Sherman's March, and Appomattox Courthouse?</p> <p>What type of opposition did Lincoln face during the war, and how did he react to it?</p> <p>What impact did new technology have on the Civil War?</p> <p>What role did minorities and foreign nations play in the American Civil War?</p>	<p>Content:</p> <ul style="list-style-type: none"> -War Leadership -Battles -54th Massachusetts -Copperheads -Anaconda Plan -Trent Affair -Writ of Habeas Corpus -Emancipation Proclamation -Conscription -War Democrats, Peace Democrats -Border States <p>Themes/Concepts:</p> <ul style="list-style-type: none"> -War of attrition -Rich man's war, poor man's fight <p>Skills:</p> <ul style="list-style-type: none"> -News reporting -Comparative analysis 	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Video- "Glory"- permission Slip required.</p> <p>Documentaries</p> <p>Smartboard/projector</p> <p>Class room maps</p>	<p>Comparison Chart Review of assets and liabilities</p> <p>Timeline of events/battles</p> <p>PEDLIGS Pursuit- trivia game based on textual information</p> <p>Notes/Lecture/Power-point presentation</p>	<p>Written tests and quizzes</p> <p>Movie Reflection</p> <p>1st person journal assignment rubric</p> <p>Project assessments (Civil War Newspaper)</p>

Suggestions on how to differentiate in this unit:

- Flashcards can be made from lecture notes
- Desk Atlases can be used while notes are being taken to provide additional visuals

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Unit #10: Reconstruction

Enduring Understandings: American law has evolved to reflect societal changes.
Equality is an achievement that occurs slowly over time.

Essential Questions: What is equality? How do laws encourage equality?

Unit Goal: 1. Students will be able to analyze the impact of Reconstruction policies on freedmen.
2. Students will be able to describe how Reconstruction policies affected reunification and national politics.

Duration of Unit: 3 weeks

NJCCCS: 6.1.12.A.4.d, 6.1.12.B.4.b, 6.1.12.C.4.b, 6.1.12.D.4.c, 6.1.12.D.4.d, 6.1.12.D.4.e

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>How did presidential reconstruction differ from congressional reconstruction?</p> <p>In what ways did northerners impress their ideologies on the South?</p> <p>In what ways did southerners resist northern policies?</p> <p>How did freedom affect the daily lives of the former slaves?</p>	<p>Content:</p> <ul style="list-style-type: none"> -Ten Percent Plan -KKK -Freedmen’s Bureau -Military Districts -Compromise 1877 -Amendments 13, 14, 15 <p>Themes/Concepts:</p> <ul style="list-style-type: none"> -Impeachment -racial equality/political equality -Civil Rights <p>Skills:</p> <ul style="list-style-type: none"> -Critical analysis -Political cartoon interpretation 	<p>Current textbook and resource binders</p> <p>Internet</p> <p>Primary source documents/political cartoons</p> <p>Documentary on modern-day KKK and hate group activity</p>	<p>Critical thinking question review</p> <p>Facilitated Discussion</p> <p>Worksheet review</p> <p>Lecture/Notes</p> <p>Recite reconstruction-relevant portions of slave narratives</p>	<p>Written tests and quizzes</p> <p>Project assessments (create a better reconstruction plan or political cartoon)</p> <p>Expository Essay on equality</p>

Suggestions on how to differentiate in this unit:

- Provide graphic organizers and Venn diagram comparison charts

SAMPLE Essay-Grading Rubric (based off of the College Board scoring rubric)

	9-8 Essay	7-5 Essay	4-2 Essay	1-0 Essay
Thesis statement and paragraph	Thesis is clear and well developed. It acts as a blueprint for the entire essay. The thesis addresses all parts of the question and is relevant to the issue addressed in the essay prompt.	Thesis is partially developed, and may address only some of the parts of the question. May address all parts of the question, but in a generalized way.	Thesis is under-developed and does not directly address the significance or relevance of the essay prompt.	This essay may paraphrase the question or have no thesis.
Historical Analysis	Essay provides ample and accurate analysis of the historical time period and relevant topics.	Provides a superficial analysis of the time period and relevant topics. Lacks in depth understanding.	Contains limited or incorrect analysis of the time period. Analysis may be over-generalized.	Contains no analysis.
Support of Thesis: Knowledge of Subject Matter/Historical Content	Demonstrates accurate and relevant mastery of a substantial amount of content knowledge.	Uses some but not all significant historical content. May demonstrate limited understanding of historical chronology.	Contains limited amount of relevant information or is off-topic. May use information incorrectly, and has little to no understanding of historical chronology.	Contains little or no relevant information, is off-topic, and demonstrates no understanding of historical chronology.
Organization/Spelling/Grammar	Essay is well written, clearly organized and may contain minor spelling and grammatical errors.	Well organized and may contain minor errors that do not seriously detract from the essay.	May contain major errors that detract from the essay. (Misuse of chronology, places, names, etc...) or serious grammatical errors.	Contains major errors in organization, spelling, and grammar that render the essay completely incorrect,
Use of outside information: (Predominantly for DBQ essays)	Demonstrates accurate and relevant use of substantial outside information.	Uses some relevant outside information.	Very little relevant outside information, or incorrectly uses outside information.	No relevant information, all generalizations, and no analysis.
Use of Documents: (Only for DBQ essays)	Effectively interprets, analyzes and appropriately uses information from more than half of presented documents	Effectively interprets, analyzes and appropriately uses information from less than half of presented documents	Does not correctly interpret, analyze, or use a minimum of half the presented documents.	Does not correctly interpret, analyze, or use the documents.
Persuasiveness: (To be used for persuasive essays)	Essay effectively persuades the reader by considering all appropriate historical content and using a significant amount of persuasive language and techniques.	Somewhat persuades the reader by using all or some appropriate historical content, and some persuasive language and techniques.	Is not very persuasive. May read more like a report than a persuasive writing piece.	Is not at all persuasive. Reads like a report, relies on summary or takes no position at all.

Any combination of these criteria may be used to grade written assignments.

In accordance with the College Board model of essay scoring, the student does **NOT** earn an average score of all the components, but rather receives a score comparable to the single lowest score earned in **ANY** one of the categories.

Teacher may create letter or number grade equivalents for scores 9-0.

Example: I am using all 7 categories. Student earns a 9, 8, 8, 7, 8, 6, 6. The student earns an overall score of 6 because that is the lowest scoring category. My grade equivalent is: 9=90, 8=80, 7=70, 6=60 etc.... Student's grade would be 60/90.