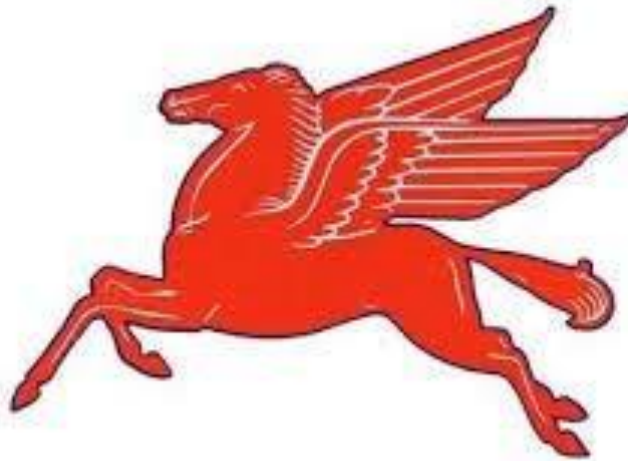


# Curriculum Management System

PAULSBORO PUBLIC SCHOOLS



Honors United States History I –  
Grade 10

UPDATED March 2016

For adoption by all regular education programs as specified and  
for adoption or adaptation by all Special Education Programs in  
accordance with Board of Education Policy.

Board Approved: (4/25/16)

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# Paulsboro Public Schools

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# Paulsboro Public Schools

## Mission Statement

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## Introduction/Philosophy

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

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

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

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

## Goals

The mission of the Paulsboro School District is to provide each student the educational opportunities to assist in attaining their full potential in a democratic society. Our instructional programs will take place in a responsive, community based school system that fosters respect among all people. Our expectation is that all students will achieve the New Jersey Core Curriculum Content Standards (NJCCCS) at every grade level.

## Educational Goals (Taken From NJCCCS)

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

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

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

Four strands frame the content within each standard:

(A) Civics, Government, and Human Rights

(B) Geography, People, and the Environment

(C) Economics, Innovation, and Technology

(D) History, Culture, and Perspectives

# New Jersey State Department of Education

## 21<sup>st</sup> Century College and Career Readiness Standards

### The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

#### 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

#### 9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

<http://www.state.nj.us/education/cccs/2014/career/>

## Scope and Sequence

### Quarter 1 – Grade 10

Big Idea: Revolutionary Ideas

A. The American Colonies Emerge (2)

1. English Settlement at Jamestown
2. Puritan New England
3. Settlement of the Middle Colonies

B. The Colonies Come of Age (3)

1. England and its Colonies
2. The Agricultural South
3. The Commercial North
4. The French and Indian War

C. The War for Independence (4)

1. Causes for Revolution
2. Enlightenment Ideas Fuel Revolution
3. The Declaration of Independence
4. Winning the War



## Scope and Sequence

### Quarter 2 – Grade 10

#### Big Idea: Political Development

##### A. Shaping a Nation (5)

1. The Articles of Confederation
2. Drafting a Constitution
  - a. Three Branches of Government
  - b. Checks and Balances
  - c. The Legislative Process
  - d. Amending the Constitution
  - e. The Bill of Rights
3. Ratification

##### B. Launching the New Nation (6)

1. Washington heads up the nation
2. Foreign Affairs Trouble the Nation
3. Jefferson Alters the Nation's Course
4. War of 1812

##### C. Balancing Nationalism and Sectionalism (7)

1. Regional Economies Create Differences
2. Nationalism
3. The Age of Jackson
4. States' Rights and the National Bank

#### Big Idea: Social Revolutions and Reforms

##### A. Reforming American Society (8)

1. Religion Sparks Reform
2. Slavery and the Abolition Movement
3. Women and Reform
4. The Changing Workplace

## Scope and Sequence

### Quarter 3 – Grade 10

Big Idea: Expansion

A. Expanding Markets and Moving West (9)

1. The Market Revolution
2. Manifest Destiny
3. Expansion in Texas
4. War with Mexico

Big Idea: Conflict and Compromise

A. The Union in Peril (10)

1. The Divisive Politics of Slavery
2. Protest, Resistance, Violence
3. The Birth of the Republican Party
4. Slavery and Secession

B. The Civil War (11)

1. The Civil War Begins
2. The Politics of War
3. Life During Wartime
4. The North Takes Charge
5. The Legacy of the War

Big Idea: Conflict and Compromise (continued)

C. Reconstruction and Its Effects (12)

1. The Politics of Reconstruction
2. Reconstructing Society
3. The Collapse of Reconstruction

## Scope and Sequence

### Quarter 4 – Grade 10

Big Idea: Expansion

A. Changes on the Western Frontier (13)

1. Cultures Clash on the Prairie
2. Settling of the Great Plains
3. Farmers and the Populist Movement

Big Idea: Social Revolutions and Reforms

A. A New Industrial Age (14)

1. The Expansion of Industry
2. The Age of the Railroads
3. Big Business and Labor

B. Immigrants and Urbanization (15)

1. The New Immigrants
2. The Challenges of Urbanization
3. Politics in the Gilded Age

C. Life at the Turn of the 20<sup>th</sup> Century

1. Science and Urban Life
2. Expanding Public Education
3. Segregation and Discrimination
4. The Dawn of Mass Culture

## Honors US History I – Quarter I

### Big Idea: Revolutionary Ideas

#### Topic: The American Colonies Emerge

<p><b>Standards:</b></p> <p>SOC.6.1.12.B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.</p> <p>SOC.6.1.12.D.1.a --Assess the impact of the interactions and conflicts between native groups and north American settlers.</p> <p>SOC.6.2.12.B.2.a -Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>SOC.6.2.12.D.1.a - Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.</p> <p>SOC.6.2.12.D.1.c - Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul>	<p><b>GOAL</b></p> <p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</p>				
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## Honors US History I – Quarter I

### Big Idea: Revolutionary Ideas

#### Topic: The American Colonies Emerge

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"><li>• RI.9-10.1</li><li>• RI.9-10.9</li><li>• W.9-10.2</li><li>• W.9-10.7</li></ul>	<p>A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives</p>	<p>Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com</p>

**Honors US History I – Quarter I**  
**Big Idea: Revolutionary Ideas**  
**Topic: The Colonies Come of Age**

<p><b>Standards:</b>  SOC.6.1.12.A.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.  SOC.6.1.12.C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.  SOC.6.1.12.C.1.b - Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.  SOC.6.2.12.A.3.a - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.  SOC.6.2.12.A.3.b - Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.  SOC.6.2.12.D.1.c - Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.  SOC.6.2.12.D.3.a - Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.</p>	<b>GOAL</b>	
	<p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</p>	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• What if anything, justifies revolution against a government?</li> <li>• Do people have natural rights?</li> <li>• Why did fewer cities develop in the South?</li> <li>• What were the economies of the North, Middle, and South like?</li> <li>• How did the Enlightenment fuel the American Revolution?</li> </ul>	<p>Verbal and written questions (open-ended)  Graphic organizers  Tests &amp; Quizzes  Projects  PowerPoint Presentations  Research Essays  Web Quests  Class discussions and debates</p>
	<b>Enduring Understanding</b>	<b>Resources</b>
<p>A. Civics, Government, and Human Rights  B. Geography, People, and the Environment  C. Economics, Innovation, and Technology  D. History, Culture, and Perspectives</p>	<p>Textbook: The Americans and Associated textbook resources  Junior Scholastic magazines  Maps (current day and historical)  Various school library resources  Various Internet resources including:  History.com  Youtube.com</p>	

**Honors US History I – Quarter I**  
**Big Idea: Revolutionary Ideas**  
**Topic: The Colonies Come of Age**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>		

**Honors US History I – Quarter 1**  
**Big Idea: Revolutionary Ideas**  
**Topic: The War for Independence**

<p><b>Standards:</b>  SOC.6.1.12.A.2.a - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.  SOC.6.2.12.A.3.a - Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.  SOC.6.1.12.D.2.a - Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u>  RI.9-10.1, RI.9-10.9, W.9-10.2, W.9-10.7</p>	<b>GOAL</b>	
	<p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.  6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century</p>	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• Why was the Declaration of Independence such a revolutionary document?</li> <li>• What caused the American Revolution?</li> <li>• How were the effects of the American Revolution far reaching beyond America?</li> </ul>	<p>Verbal and written questions (open-ended)  Graphic organizers  Tests &amp; Quizzes  Projects  PowerPoint Presentations  Research Essays  Web Quests  Class discussions and debates</p>
	<b>Enduring Understanding</b>	<b>Resources</b>
<p>A. Civics, Government, and Human Rights  B. Geography, People, and the Environment  C. Economics, Innovation, and Technology  D. History, Culture, and Perspectives</p>	<p>Textbook: The Americans and Associated textbook resources  Junior Scholastic magazines  Maps (current day and historical)  Various school library resources  Various Internet resources including:  History.com  Youtube.com</p>	



**Honors US History I – Quarter II**  
**Big Idea: Political Development**  
**Topic: Shaping a Nation**

<p><b>Standards:</b>  SOC.6.1.12.A.2.a - Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.  SOC.6.1.12.A.2.b - Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.  SOC.6.1.12.A.2.c - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.  SOC.6.1.12.A.2.d -- Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.  SOC.6.1.12.A.2.e - 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.  SOC.6.1.12.B.2.b - Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p>	<p><b>GOAL</b></p> <p>6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>
	<p><b>Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Which is better: Strong central government or strong state governments?</li> <li>• Why is the Bill of Rights important?</li> <li>• How was the US Constitution helpful in spreading democracy around the world?</li> <li>• Did the Articles of Confederation provide the U.S. with an effective government?</li> <li>• Could the Constitution be written without compromise?</li> <li>• Does our state or federal government have a greater impact on our lives?</li> <li>• Does the system of checks and balances provide us with an effective and efficient government?</li> <li>• Why has the Constitution often been referred to as a “living document?”</li> <li>• Are individual rights more important than security and safety?</li> </ul>
	<p><b>Assessments</b></p> <p>Verbal and written questions (open-ended)  Graphic organizers  Tests &amp; Quizzes  Projects  PowerPoint Presentations  Research Essays  Web Quests  Class discussions and debates</p>

**Honors US History I – Quarter II**  
**Big Idea: Political Development**  
**Topic: Shaping a Nation**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>	<p>A. Civics, Government, and Human Rights            B. Geography, People, and the Environment            C. Economics, Innovation, and Technology            D. History, Culture, and Perspectives</p>	<p>Textbook: The Americans and Associated textbook resources            Junior Scholastic magazines            Maps (current day and historical)            Various school library resources            Various Internet resources including:            History.com            Youtube.com</p>

**Honors US History I – Quarter II**  
**Big Idea: Political Development**  
**Topic: Launching the New Nation**

<p><b>Standards:</b>  SOC.6.1.12.A.2.e - 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.  SOC.6.1.12.A.3.b - Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.  SOC.6.1.12.C.2.a - 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.  SOC.6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.  SOC.6.1.12.D.2.c - Relate events in Europe to the development of American trade and American foreign and domestic policies.  SOC.6.1.12.A.3.g - Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.</p>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• What is the purpose of a federal government?</li> <li>• What are the pros/cons of neutrality?</li> <li>• Why do rights protected by the Bill of Rights get violated?</li> <li>• Was George Washington successful in launching the new government?</li> <li>• Are political parties good for our nation?</li> <li>• Is suppression of public opinion ever justified?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
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**Honors US History I – Quarter II**  
**Big Idea: Political Development**  
**Topic: Launching the New Nation**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>		

**Honors US History I – Quarter II**  
**Big Idea: Political Development**  
**Topic: Balancing Nationalism and Sectionalism**

<p><b>Standards:</b>  SOC.6.1.12.B.2.a -Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.  SOC.6.1.12.A.3.e -Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.  SOC.6.1.12.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.  SOC.6.1.12.A.3.d - Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.  SOC.6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history  SOC.6.1.12.C.2.a –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.</p> <p><u>Career Ready Practices</u>  CRP2, CRP4, CRP6, CRP7, CRP11, CRP12</p> <p><u>English/Language Arts Standards</u>  RI.9-10.1, RI.9-10.9, W.9-10.2 , W.9-10.7</p>	<b>GOAL</b>	
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	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• How has American identity developed and evolved over the years?</li> <li>• What is Nationalism?</li> <li>• In what ways were the North and South becoming different in the mid-1800s?</li> <li>• What was Manifest Destiny?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quets Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	

**Honors US History I – Quarter II**  
**Big Idea: Social Revolutions and Reforms**  
**Topic: Reforming American Society**

<p><b>Standards:</b>  SOC.6.1.12.C.3.a - Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.  SOC.6.1.12.C.3.b - Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.  SOC.6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives  SOC.6.1.12.D.3.b - Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.  SOC.6.1.12.A.3.i - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.  SOC.6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.  SOC.6.1.12.A.3.f - Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.  SOC.6.1.12.D.2.d - Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations</p>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• How did technology transform the economy and society?</li> <li>• How did expansion create opportunity for some and hardships for others?</li> <li>• How does immigration often lead to cultural conflict?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	

**Honors US History I – Quarter II**  
**Big Idea: Social Revolutions and Reforms**  
**Topic: Reforming American Society**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p>SOC.6.1.12.D.3.e -- Determine the impact of religious and social movements on the development of American culture, literature, and art.</p> <p>SOC.6.1.12.D.3.d - Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>		

**Honors US History I – Quarter III**  
**Big Idea: Expansion**  
**Topic: Expanding Markets and Moving West**

<p><b>Standards:</b>  SOC.6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history  SOC.6.1.12.A.3.b - Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.  SOC.6.1.12.A.3.c - Assess the role of geopolitics in the development of American foreign relations during this period.  SOC.6.1.12.A.3.e - Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.  SOC.6.1.12.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.</p> <p><u>Career Ready Practices</u>  CRP2, CRP4, CRP6, CRP7, CRP11, CRP12</p> <p><u>English/Language Arts Standards</u>  RI.9-10.1, RI.9-10.9, W.9-10.2 , W.9-10.7</p>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• Should the U.S. have allowed Native Americans to retain their tribal identity or tribal lands?</li> <li>• How did expansion create opportunity for some and hardship for others?</li> <li>• Did the United States have a mission to expand? Do we still have this mission?</li> <li>• Was the Monroe Doctrine a policy of expansion or self-defense?</li> <li>• How has the definitions of freedom and equality for “all” changed over the course of our nation’s History?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quets Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	



**Honors US History I – Quarter III**  
**Big Idea: Conflict and Compromise**  
**Topic: The Union in Peril**

**Standards:**  
 SOC.6.1.12.D.3.c - Assess 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).  
 SOC.6.1.12.A.3.i - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.  
 SOC.6.1.12.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.

Career Ready Practices  
 CRP2, CRP4, CRP6, CRP7, CRP11, CRP12

English/Language Arts Standards  
 RI.9-10.1, RI.9-10.9, W.9-10.2, W.9-10.7

GOAL	
6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Essential Questions	Assessments
<ul style="list-style-type: none"> <li>• Should states have the right to ignore the laws of the national government?</li> <li>• Can legislative compromise solve moral issues?</li> <li>• How did the Anti-Slavery movement begin?</li> <li>• What issues came about as a result of western settlement?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
Enduring Understanding	Resources
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com

**Honors US History I – Quarter III**  
**Big Idea: Conflict and Compromise**  
**Topic: The Civil War**

<p><b>Standards:</b>  SOC.6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.  SOC.6.1.12.B.4.a - Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.  SOC.6.1.12.C.4.a - Assess the role that economics played in enabling the North and South to wage war.  SOC.6.1.12.C.4.b - Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.  SOC.6.1.12.C.4.c - Explain why the Civil War was more costly to America than previous conflicts were.  SOC.6.1.12.D.4.a - Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.  SOC.6.1.12.D.4.b - Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.</p>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• What caused the Civil War?</li> <li>• Could the United States have grown or even survived had it not been for slavery?</li> <li>• Was the Civil War worth its costs?</li> <li>• Was it possible to have a peaceful reconciliation after the Civil War?</li> <li>• Does Abraham Lincoln deserve to be called the “Great Emancipator?”</li> <li>• Does racial equality depend upon government action?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	

**Honors US History I – Quarter III**  
**Big Idea: Conflict and Compromise**  
**Topic: The Civil War**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>		

**Honors US History I – Quarter III**  
**Big Idea: Conflict and Compromise**  
**Topic: Reconstruction and its Effects**

<p><b>Standards:</b>  SOC.6.1.12.A.4.c - Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.  SOC.6.1.12.B.4.b] - Analyze the impact of population shifts and migration patterns during the Reconstruction period.  SOC.6.1.12.D.4.c - Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.  SOC.6.1.12.D.4.d - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.  SOC.6.1.12.D.4.e - Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p> <p><u>Career Ready Practices</u>  CRP2, CRP4, CRP6, CRP7, CRP11, CRP12</p> <p><u>English/Language Arts Standards</u>  RI.9-10.1, RI.9-10.9, W.9-10.2 , W.9-10.7</p>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• Was it possible to have a peaceful reconciliation after the Civil War?</li> <li>• In what ways was Reconstruction a success? In what ways was Reconstruction a failure?</li> <li>• How effective were the Civil Rights Amendments?</li> <li>• What was the legacy of the Civil War?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	

## Honors US History I – Quarter IV

### Big Idea: Expansion

#### Topic: Changes on the Western Frontier

<p><b>Standards:</b>                  SOC.6.1.12.A.5.b -Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans                  SOC.6.1.12.B.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.</p> <p><u>Career Ready Practices</u>                  CRP2, CRP4, CRP6, CRP7, CRP11, CRP12</p> <p><u>English/Language Arts Standards</u>                  RI.9-10.1, RI.9-10.9, W.9-10.2 , W.9-10.7</p>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• How effective were government policies to address discrimination against certain groups?</li> <li>• Why did people migrate west after the Civil War?</li> <li>• What hardships did people on the frontier face?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	

**Honors US History I – Quarter IV**  
**Big Idea: Social Revolutions and Reforms**  
**Topic: A New Industrial Age**

<p><b>Standards:</b>  SOC.6.1.12.A.5.a - Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.  SOC.6.1.12.C.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.  SOC.6.1.12.C.5.b - Compare and contrast economic development of the North, South, and West in the post-Civil War period.  SOC.6.1.12.C.5.c - Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.  SOC.6.1.12.D.5.a - Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.  SOC.6.1.12.D.5.b - Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.  SOC.6.1.12.B.6.b - 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.</p>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• Should business be regulated closely by the government?</li> <li>• Can workers attain economic justice without violence?</li> <li>• How have technological developments transformed the economy and the environment.</li> <li>• Should businesses be allowed to combine in order to reduce competition?</li> <li>• What role has education played in improving economic opportunities?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	

**Honors US History I – Quarter IV**  
**Big Idea: Social Revolutions and Reforms**  
**Topic: A New Industrial Age**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>		

**Honors US History I – Quarter IV**  
**Big Idea: Social Revolutions and Reforms**  
**Topic: Immigrants and Urbanization**

<p><b>Standards:</b>  SOC.6.1.12.B.5.b - Assess the impact of rapid urbanization on the environment and on the quality of life in cities.  SOC.6.1.12.D.5.c - Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.  SOC.6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• How has rapid industrialization been a blessing and a curse for America</li> <li>• How has immigration been the key to America's success?</li> <li>• Did America fulfill the dreams of immigrants?</li> <li>• What role has education played in improving economic opportunities?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	



**Honors US History I – Quarter IV**  
**Big Idea: Social Revolutions and Reforms**  
**Topic: Life at the Turn of the 20<sup>th</sup> Century**

<p><b>Standards:</b>  SOC.6.1.12.A.6.a -Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.  SOC.6.1.12.A.6.b - Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.  SOC.6.1.12.A.6.c - 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.  SOC.6.1.12.C.6.a - Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.  SOC.6.1.12.C.6.c Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.  SOC.6.1.12.D.6.a - Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.</p>	<b>GOAL</b>	
	6.1 United States History - All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
	<b>Essential Questions</b>	<b>Assessments</b>
	<ul style="list-style-type: none"> <li>• How effective were Progressive reforms in preventing unfair business practices and corruption?</li> <li>• How did discrimination continue despite Civil Rights Amendments?</li> <li>• How did women help bring change?</li> <li>• What was the impact of immigrants at the turn of the 20<sup>th</sup> Century?</li> <li>• What was the impact of technology at the turn of the 20<sup>th</sup> Century?</li> </ul>	Verbal and written questions (open-ended) Graphic organizers Tests & Quizzes Projects PowerPoint Presentations Research Essays Web Quests Class discussions and debates
	<b>Enduring Understanding</b>	<b>Resources</b>
A. Civics, Government, and Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	Textbook: The Americans and Associated textbook resources Junior Scholastic magazines Maps (current day and historical) Various school library resources Various Internet resources including: History.com Youtube.com	

**Honors US History I – Quarter IV**  
**Big Idea: Social Revolutions and Reforms**  
**Topic: Life at the Turn of the 20<sup>th</sup> Century**

Standards (Continued)	Enduring Understanding (Continued)	Instructional Tools/Learning Activities/Resources/Assessments (Continued)
<p>SOC.6.1.12.D.6.b 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.</p> <p>SOC.6.1.12.D.6.c Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.</p> <p><u>Career Ready Practices</u></p> <ul style="list-style-type: none"> <li>• CRP2</li> <li>• CRP4</li> <li>• CRP6</li> <li>• CRP7</li> <li>• CRP11</li> <li>• CRP12</li> </ul> <p><u>English/Language Arts Standards</u></p> <ul style="list-style-type: none"> <li>• RI.9-10.1</li> <li>• RI.9-10.9</li> <li>• W.9-10.2</li> <li>• W.9-10.7</li> </ul>		

## Honors US History I

### COURSE BENCHMARKS

1. Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
2. Assess the impact of the interactions and conflicts between native groups and north American settlers.
3. Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.
4. Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.
5. Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6. Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
7. Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
8. Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
9. Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
10. Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
11. Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
12. Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
13. Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
14. Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
15. Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
16. -- Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
17. - 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.
18. Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery
19. 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.
20. Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

## Honors US History I COURSE BENCHMARKS

21. 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.
22. Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
23. Relate events in Europe to the development of American trade and American foreign and domestic policies.
24. Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
25. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
26. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
27. Assess the impact of Western settlement on the expansion of United States political boundaries.
28. Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
29. Assess the influence of Manifest Destiny on foreign policy during different time periods in American history
30. 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.
31. Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
32. Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
33. Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives
34. - Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
35. - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
36. - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
37. - Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.
38. Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations
39. Determine the impact of religious and social movements on the development of American culture, literature, and art.
40. Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
41. Assess the role of geopolitics in the development of American foreign relations during this period.
42. Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
43. Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
44. Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

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45. Assess the role that economics played in enabling the North and South to wage war.
46. Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
47. Explain why the Civil War was more costly to America than previous conflicts were.
48. Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
49. Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
50. Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
51. Analyze the impact of population shifts and migration patterns during the Reconstruction period.
52. Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
53. Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
54. Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
55. Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans
56. 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.
57. Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
58. 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.
59. Compare and contrast economic development of the North, South, and West in the post-Civil War period.
60. Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
61. Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
62. Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
63. 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.
64. Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
65. Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
66. Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.

## Honors US History I

### COURSE BENCHMARKS

67. Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
68. 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.
69. Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
70. Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
71. Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
72. 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.
73. Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
74. Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.