



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

U.S. History I

Prepared by:
Nancy Stewart

Superintendent of Schools:
Marie C. Cirasella, Ed.D.

CCCS born on 9/2012
Revised on 9/2013
Addenda adopted 8/2015
NJSLS born on 5/2017
Revised on 9/2018

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United States History I

Course Description:

This course is designed to provide an in-depth understanding of the political, economic, and social development of the United States History from the Colonial Period to the end of the 19th century (1750-1890). Students will participate in a variety of in-class and out-of-class learning activities designed to develop historical knowledge, culture and social development and technological growth of the United States.

Suggested Course Sequence:

Unit 1: *Origins of a New Nation*: 7 weeks

Unit 2: *Creating the American Republic*: 9 weeks

Unit 3: *Expansion and Reform*: 8 weeks

Unit 4: *Civil War and Reconstruction*: 8 weeks

Unit 5: *Industrialization of the United States*: 7 weeks

Mid-Term and Final Exam: 1 week

No pre-requisite needed

Content Area: United States History I	
Unit Title: Origins of a New Nation	
Grade Level: 10th	
<p>Unit Summary: Origins of a New Nation explores the beginnings of civilization in North and South America. This unit discusses the early civilizations in the Americas including the indigenous peoples, and the early encounters with Europe and Africa. The unit continues with the European colonization in the 1600s and 1700s and the relationship between colonial settlers and Native Americans and the causes and effects of European settlements. Finally the unit explores the reasons people migrate to the American colonies, their relationship with England, and compares and contrasts the cultures which developed, thus leading to the French and Indian War.</p>	
<p>Interdisciplinary Connections: English, Science, Geography, World History, Economics; all student’s research and assignments will be completed and submitted on Chromebook.</p>	
<p>21st Century Themes and Skills: Themes: Global Interdependence, Technology and Effect on Society, Environment, and America at War. Skill: 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<p>Standards (Content and Technology): 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.</p>	
<p>1. Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.</p>	
CPI#:	Statement:
NJSLS#s	
12.A.1.a	Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
12.B.1.a	Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
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.
12.D.2.a	Explain the consequences to Native American groups of the loss of their land and people.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> • How did the interaction of many cultures after 1492 affect the Americas? • How and why did Europeans establish colonies in the Americas? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • How cultures maintain their integrity as they meet, clash, and change. • American colonization and development of English influence.

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| <ul style="list-style-type: none">● What factors shaped life in colonial America in the 17th and 18th centuries?● Though American colonies developed an English distinction, the concepts of slavery and religious tolerance were different; why? | <ul style="list-style-type: none">● Slavery and the religious tolerance and its discourse as it related to American colonial history. |
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Unit Learning Targets/Objectives:

Students will...

- explain how the spread of civilization began in the Americas
- describe why Europeans began to explore more of the world
- describe life in West Africa before the Age of Exploration
- describe the conditions in Europe during the 15th century
- analyze how European exploration affected the Americas
- analyze the characteristics of the New England, Middle, and Southern governments and economies
- analyze the difference between Spanish and French American colonies
- discuss the major groups of immigrants who came to Britain's American colonies in 1700s
- explain how English ideas of government and the economy affected the 13 colonies
- analyze how England's wars with France affected American colonies

Formative Assessments: Create powerpoint, poster, issue connectors to the world, subject project, battle studies, timeline and/or journals, diaries, letter writing

Summative/Benchmark Assessment(s): Tests, essays, cultural reflections, homework, DBQs, maps, comparison charts

Resources/Materials (copy hyperlinks for digital resources):

Text Book for US I CP: *United States History by Lapsansky-Werner*, **Text Book for US I Honors:** *American History: A Survey* by Brinkley, powerpoints, primary sources relative to the era, text material, library, web sites pertinent to subject

Links:

www.pearsonschool.com/ushist

www.history.com

www.loc.gov

www.cspan.org

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

English Language Learners

- Assign a buddy, same language or English speaking
- Allow errors in speaking
- Rephrase questions, directions, and explanations

At-Risk Students

- Provide extended time to complete tasks
- Consult with Guidance Counselors and follow I&RS procedures/action plans
- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations

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- Accept participation at any level, even one word
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
The American Indians	To understand, then analyze various tribes in North America	1-2 class periods
Europeans	To understand, then analyze various reasons to leave Europe	1-2 class periods
First Encounters	To understand, then analyze and evaluate the Columbian Exchange	1-2 class periods
Spain's Empire in the Americas	To understand, then analyze Spanish exploration in the Americas	1 class period
The French	To understand, then analyze the French exploration of the Americas	1 class period
Colonization	To understand, then analyze the 3 colonial regions in North America	4 class periods
Immigration and Slavery	To understand, then analyze European migration and the rise of slavery	2 class periods
English Control of Colonies	To understand, then analyze and evaluate the concept of Salutary Neglect	2 class periods
Wars of Empires	To understand, then analyze the French and Indian War in North America	3 class periods

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

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Content Area: United States History I	
Unit Title: Creating the American Republic	
Grade Level: 10th	
<p>Unit Summary: Creating the American Republic describes the American Revolution in terms of causes, the writing of the Declaration of Independence, major battles and the domestic and international effects. In addition, this unit explores the factors that led to the creation of the Constitution with the limitations of the Articles of Confederation and the compromises of the founding fathers at the Constitutional Convention. Finally, the unit describes the growth of the United States government, the emergence of party politics and the causes and effects of the War of 1812.</p>	
<p>Interdisciplinary Connections: English, Economics, Geography, Government, Enlightenment (World History); all student's research and assignments will be completed and submitted on Chromebook.</p>	
<p>21st Century Themes and Skills: Themes: Global Interdependence, Expanding and Protecting Civil Rights, Checks and Balances, US Foreign Policy and America at War. Skill: 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<p>Standards (Content and Technology): 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.</p>	
<p>2. Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the new political institutions and practices of the new Republic.</p>	
CPI#:	Statement:
NJSLS#s	
12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
12.A.2.f	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.
12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
12.C.2.a	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

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12.C.2.b	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.		
12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.		
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.		
12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.		
12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18 th -century society limited women's aspirations.		
12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What aspects of the American Revolution were revolutionary? ● What led to the creation of the United States Constitution and what are its key principles? ● How did the United States build a government, expand its territory, and conduct foreign policy in its early years? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Patriotism was necessary to declare independence against Britain. ● Does a strong central government, impede individual liberty. ● The formation of political parties in a republic is inevitable. </td> </tr> </table>		<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● What aspects of the American Revolution were revolutionary? ● What led to the creation of the United States Constitution and what are its key principles? ● How did the United States build a government, expand its territory, and conduct foreign policy in its early years? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Patriotism was necessary to declare independence against Britain. ● Does a strong central government, impede individual liberty. ● The formation of political parties in a republic is inevitable.
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<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● comprehend the reasons the colonists rebelled against the British ● analyze the events that led the colonists to declare their independence from Britain ● comprehend the factors which led the colonists to win the war ● evaluate what the Revolution accomplished, and what ideas did it set in motion ● comprehend what form of national government the Patriots created ● comprehend the events that revealed a new government was necessary ● analyze the new system of national government agreed upon at the Constitutional Convention in 1787 ● comprehend how Americans ratified the new Constitution ● analyze the basic principles of the Constitution ● analyze the debate over the role of government and how it lead to the formation of political parties ● comprehend the challenges of foreign policy on shaping the American government ● analyze the successes and failures of the Jefferson administration ● analyze why the United States went to war with Britain ● evaluate the outcome of the War of 1812 on America 			

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Formative Assessments: Create powerpoint, poster, issue connectors to the world, subject project, battle studies, timeline and/or journals, diaries, letter writing

Summative/Benchmark Assessment(s): Tests, essays, cultural reflections, homework, DBQs, maps, comparison charts

Resources/Materials (copy hyperlinks for digital resources):

Text Book for US I CP: *United States History by Lapsansky-Werner*, Text Book for US I Honors: *American History: A Survey* by Brinkley, powerpoints, primary sources relative to the era, text material, library, web sites pertinent to subject

Government Documents: Declaration of Independence, The Articles of Confederation, The Constitution, *Marbury v. Madison*

Links:

www.pearsonschool.com/ushist

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Modifications:

Special Education Students

- Allow errors
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Gifted and Talented Students

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Causes of the Revolution	To understand, then analyze and synthesize what caused the Revolution	4-5 class periods
Declaring Independence	To understand, then analyze various reasons why US declared independence	2-3 class periods
Turning Point of War	To understand, then analyze the Battle of Saratoga	1-2 class periods
A Confederation	To understand, then analyze why US created Articles	1 -2 class periods

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The Constitution	To understand, then analyze why Founding Fathers wrote the Constitution	4 class periods
Bill of Rights	To understand, then analyze why the Founding Fathers added the Bill of Rights	2 class periods
Political Parties	To understand, then analyze why the nation developed political parties	2 class periods
Foreign Policy	To understand, analyze and then evaluate the impetus of foreign policy in the 1790s	2 class periods
Jefferson	To understand, analyze and then evaluate the presidency of Jefferson	4 class periods
Madison	To understand, analyze and then evaluate the War of 1812	2-3 class periods
Teacher Notes:		
Additional Resources Click links below to access additional resources used to design this unit:		

Content Area: United States History I	
Unit Title: Expansion and Reform	
Grade Level: 10th	
<p>Unit Summary: Expansion and Reform examines the wave of nationalism and sectionalism that developed in America in the early 1800s. This unit describes the development of United States industry and transportation which lead to the economic differences between the North and South. In addition, this unit summarizes the political reforms under Andrew Jackson. Next, Expansion and Reform describes the causes and effects of the Second Great Awakening, women’s rights, reform movements and the birth of the anti-slavery movement. Finally, the unit explores the concept of Manifest Destiny and looks at the causes and effects of territorial expansion.</p> <p>Interdisciplinary Connections: English, Geopolitics, Geography, Economics; all student’s research and assignments will be completed and submitted on Chromebook.</p> <p>21st Century Themes and Skills: Themes: Technology and Society, Sectionalism and Nationalism, Social Problems and Reforms, Education in the American Society, America at War.</p> <p>Skill: 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<p>Standards (Content and Technology): 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.</p> <p>3. Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</p>	
CPI#: NJSLs#s	Statement:
12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
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.
12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
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.
12.A.3.h	Analyze the various rationales provided as a justification for slavery.

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12.A.3.i	Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.		
12. B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.		
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.		
12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.		
12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.		
12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).		
12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.		
12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How did nationalism and sectionalism affect the United States from the early 1800s to the mid-1800s? ● How did the Second Great Awakening lead to several reform efforts, and what effect did those reform efforts have on American society? ● What were the causes and effects of westward expansion in the early 1800s? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● After the War of 1812, citizen's allegiance to local, state or national governments, economics and politics became conflicted ● With the evolution of democracy, reforms on society were necessary and were positive for America. ● Manifest Destiny was aided by war the Mexican-American War. </td> </tr> </table>		<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How did nationalism and sectionalism affect the United States from the early 1800s to the mid-1800s? ● How did the Second Great Awakening lead to several reform efforts, and what effect did those reform efforts have on American society? ● What were the causes and effects of westward expansion in the early 1800s? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● After the War of 1812, citizen's allegiance to local, state or national governments, economics and politics became conflicted ● With the evolution of democracy, reforms on society were necessary and were positive for America. ● Manifest Destiny was aided by war the Mexican-American War.
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<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● analyze how transportation developments and industrialization affect the nation's economy ● analyze how the North and South differed in the early 1800s ● comprehend domestic and foreign policies and how they reflected nationalism ● comprehend the changes the Jackson administration brought to the United States ● analyze the political issues that emerged during the Jackson Presidency ● comprehend the impact of the Second Great Awakening on society ● compare the main features of reform movements: public schools, temperance, and penitentiary ● comprehend the goals of abolition movement ● comprehend the goals of the women's reform movement ● comprehend causes of westward migration ● analyze how the revolution in Texas lead to War with Mexico ● analyze the effects of the Mexican-American War and California Gold Rush on America 			

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
1st Industrial Revolution	To understand, then analyze the rise of industry and transportation and its impact	1-2 class periods
Sectionalism	To understand, then analyze the rise of sectional differences	2 class periods
Nationalism	To understand, then analyze the development of American nationalism	1-2 class periods
Democracy	To understand, then analyze and evaluate the birth of Jacksonian democracy	2 class periods

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Jackson	To understand, then analyze and evaluate the presidency of Jackson	4 class periods
Religion	To understand, then analyze the Second Great Awakening	1 class period
Reforms	To understand, then analyze the reform movements	2 class periods
Abolition	To understand, then analyze the rise of abolition	3 class periods
Women	To understand, then analyze the women's movement	1 class period
The West	To understand, then analyze Manifest Destiny	2 class periods
Texas	To understand, then analyze and evaluate Texas and the Mexican American War	2-3 class periods
Effects	To understand, then analyze the effects of territorial expansion	1 class period

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: United States History I	
Unit Title: The Civil War and Reconstruction	
Grade Level: 10th	
<p>Unit Summary: Civil War and Reconstruction examines how the issues of slavery, states' rights, and western expansion created a division between the North and the South. These divisions lead to the South seceding from the Union to form the Confederate States and thus the start of the Civil War. The unit then analyzes resources, strategies, and major battles of the Civil War; in addition looks at the social aspect of war including daily life for northerners and southerners and the role of African Americans. Finally, the unit explains the different plans to reconstruct the nation and how the government enforced Reconstruction in the South; examines how the era of Reconstruction ended and evaluates the successes and failures of Reconstruction.</p>	
<p>Interdisciplinary Connections: English, Geopolitics, Geography, Political Science, Sociology; all student's research and assignments will be completed and submitted on Chromebook.</p>	
<p>21st Century Themes and Skills: Themes: Sectionalism and National Politics, America at War, Federal Power and States' Rights, Social Problems and Reforms, Government's Role in the Economy, Expanding and Protecting Civil Rights.</p>	
<p>Skill: 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
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<p>4. Civil War and Reconstruction: The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p>	
CPI#:	Statement:
NJSLS#s	
12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
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.
12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.
12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.

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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.
12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
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.
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.
12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
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.
Unit Essential Question(s): <ul style="list-style-type: none"> ● How did the nation's expansion lead to Civil War? ● What were the causes, events, and effects of the Civil War? ● What lasting consequences arose from the struggles over Reconstruction? 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Civil War is necessary evil to maintain their government and protection of human rights. ● The Civil War had a greater impact on the nation as a whole than on either the North or the South. ● After the Civil War, the federal government faced legal restrictions that made it impossible to provide aid to freed people.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> ● evaluate how the Congress tried to resolve the dispute between the North and South over the issue of slavery ● analyze how the Fugitive Slave Act and the Kansas-Nebraska Act increased tensions between the North and the South ● comprehend what developments deepened the divisions between North and South ● comprehend how the Union collapsed into a Civil War ● analyze how the North and the South resources and strategies affect the early battles of the war ● examine how the Emancipation Proclamation and the efforts of the African American soldiers affect the course of the war ● evaluate how the Civil War brought temporary and lasting changes to American society ● comprehend how the Battles of Gettysburg and Vicksburg change the course of the Civil War ● evaluate the final outcome and impact of the Civil War ● analyze how the Radical Republicans plans for Reconstruction differ from Lincoln's and Johnson's ● comprehend the immediate effects of Reconstruction ● comprehend how and why Reconstruction end 	

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Formative Assessments: Create powerpoint, poster, issue connectors to the world, subject project, battle studies, timeline and/or journals, diaries, letter writing, Presidential studies

Summative/Benchmark Assessment(s): Tests, essays, cultural reflections, homework, DBQs, maps, comparison charts

Resources/Materials (copy hyperlinks for digital resources):

Text Book for US I CP: *United States History by Lapsansky-Werner*, **Text Book for US I Honors:** *American History: A Survey* by Brinkley, powerpoints, primary sources relative to the era including but not limited to the Emancipation Proclamation, Gettysburg Address, 13th, 14th and 15th Amendments, text material, library, web sites pertinent to subject, *Dred Scott, ex-parte Milligan*, photo studies

Links:

www.pearsonschool.com/ushist

www.history.com

www.loc.gov

www.cspan.org

Modifications:

Special Education Students

- Allow errors
- Rephrase questions, directions, and explanations
- Allow extended time to answer questions, and permit drawing, as an explanation
- Accept participation at any level, even one word
- Consult with Case Managers and follow IEP accommodations/modifications

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- Consult with classroom teacher(s) for specific behavior interventions
- Provide rewards as necessary

Gifted and Talented Students

- Provide extension activities
- Build on students' intrinsic motivations
- Consult with parents to accommodate students' interests in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Slavery	To understand, then analyze slavery, states' rights and western expansion	2-3 class periods
Protests	To understand, then analyze and evaluate the rise of violence in the 1850s	4-5 class periods
Political Realignment	To understand, then analyze the birth of the Republican Party	1 class period
Lincoln	To understand, then analyze Lincoln during the War	3-4 class periods

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Major Battles	To understand, then analyze major battles of Civil War	1-2 class periods
African-Americans	To understand the impact of the Emancipation Proclamation	1 class period
Homesteads	To understand, then analyze life during the Civil War	1 class period
End of War	To understand the various ideas to Reconstruct the nation	1 class period
Amendments	To understand and analyze the impact of the 13th, 14th, and 15th Amendments	2 class periods
Reconstruction	To understand, then analyze how the South reconstructed after the War	2 class periods
End of Reconstruction	To understand, then analyze the end of Reconstruction with the Compromise of 1877	2 class periods

Teacher Notes:

Additional Resources

Click links below to access additional resources used to design this unit:

Content Area: United States History I	
Unit Title: Industrialization of the United States	
Grade Level: 10th	
<p>Unit Summary: Industrialization of the United States focuses on the development of United States Industry during the late 1800s and early 1900s which lead to the rise of big business and the causes and effects of the organized labor movement. The unit continues to describe the new immigrants who came to the United States, examines the rise of urban growth and analyzes the development of mass culture. Next, the unit describes the New South after Reconstruction, the late 1800 western expansion and the effects on Native Americans, and analyzes the ways that mining, railroads and ranching affect western settlements. Finally, the unit discusses the causes and effects of segregation and social tensions that occurred in the late 1800s, examines the political and economic challenges of the Gilded Age, and assesses the goals of populism and the rise of the Populist Party.</p>	
<p>Interdisciplinary Connections: English, Science, Geography, Economics, Political Science, Cultural Issues; all student's research and assignments will be completed and submitted on Chromebook.</p>	
<p>21st Century Themes and Skills: Themes: Technology and Society, Government's Role in Economy, Social Problems and Reforms, Education and American Society, Urbanization, Interacting with the Environment, Expanding and Protecting Civil Rights, Sectionalism and National Politics</p>	
<p>Skill: 9.3 Career and Technical Education: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.</p>	
<p>Standards (Content and Technology): 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.</p>	
<p>5. The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.</p>	
CPI#:	Statement:
NJSLs#s	
12.A.5.a	Relate industrial growth to the need for social and governmental reforms.
12.A.5.b	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
12.A.5.c	Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
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.
12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.

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12.C.5.a	Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.		
12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.		
12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals		
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.		
12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers		
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.		
12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How did the industrial growth of the late 1800s shape American society and the economy? ● How did American urban life change between 1875 and 1914? ● How did the economy, society, and culture of the South and West change after the Civil War? ● What political, social, and economic issues did the nation face during the late 1800s? </td> <td style="width: 50%; vertical-align: top;"> <p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Industrialism benefited the entire nation making western expansion inevitable ● Immigration and urbanization created a stronger America. ● Western expansion was a process of its time and cannot be judge by modern standards. ● As the United States developed into an industrial power government corruption was inevitable. </td> </tr> </table>		<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How did the industrial growth of the late 1800s shape American society and the economy? ● How did American urban life change between 1875 and 1914? ● How did the economy, society, and culture of the South and West change after the Civil War? ● What political, social, and economic issues did the nation face during the late 1800s? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Industrialism benefited the entire nation making western expansion inevitable ● Immigration and urbanization created a stronger America. ● Western expansion was a process of its time and cannot be judge by modern standards. ● As the United States developed into an industrial power government corruption was inevitable.
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<p>Unit Learning Targets/Objectives: <i>Students will...</i></p> <ul style="list-style-type: none"> ● evaluate how industrialization and new technology affect the economy and society ● comprehend how big business shape the American economy in the late 1899s and early 1900s ● comprehend how the rise of labor unions shape relations among workers, big business, and government ● analyze why immigrants came to the United States and what impact did they have on society ● describe the challenges city dwellers faced, and how they meet them ● comprehend the luxuries cities offered to the middle class ● comprehend the economy and society of the New South ● discuss how the pressures of westward expansion impact Native Americans ● analyze the economic and social factors and how they changed the West after the Civil War ● comprehend how the civil rights of certain groups in America undermined during the years after Reconstruction ● comprehend why the political structure change during the Gilded Age ● analyze what lead to the rise of the Populist movement and what effect did it have 			

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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Second Industrial Revolution	To understand, then analyze the technology and industrial growth in the post-Civil War era	1-2 class periods
Big Business	To understand, then analyze the rise of big business then monopolies	1-2 class periods
Labor	To understand, then analyze the rise of labor unions	1-2 class periods
Immigrants	To understand, then analyze the new immigrants and the conditions of living and working conditions	2-3 class periods

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Cities	To understand the expansion and change of cities	1 class period
Social	To understand, then analyze the social and cultural trends of the era	1-2 class periods
The South	To understand, then analyze the rise of the New South	2 class periods
Native Americans	To understand, then analyze the new government policies regarding the Native Americans	2 class periods
Segregation	To understand, then analyze the rise of Jim Crow laws and tension	2-3 class periods
Political Change	To understand, then analyze the rise of new political parties at the end of the 18th century	2 class periods
Populism	To understand, then analyze and evaluate the rise of the Populist Movement	3 class periods

Teacher Notes:

Additional Resources

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