

Pine Hill Public Schools Curriculum

| | | | |
|----------------------------|----------------------------------|-----------------------|---------------|
| Content Area: | | Social Studies | |
| Course Title/ Grade Level: | | US History I | |
| Unit 1: | Colonial Settlement | Duration: | 2-3 weeks |
| Unit 2: | The American Revolution | Duration: | 3 ½ weeks |
| Unit 3: | Creating a Nation | Duration: | 2 weeks |
| Unit 4: | Jefferson/Madison Era | Duration: | 1 ½ weeks |
| Unit 5: | Growth and Expansion | Duration: | 2 weeks |
| Unit 6: | The Jackson Era | Duration: | 2 weeks |
| Unit 7: | Manifest Destiny | Duration: | 1 week |
| Unit 8: | The Age of Reform | Duration: | 1 week |
| Unit 9: | North and South | Duration: | 1 – 1 ½ weeks |
| Unit 10: | The Road to Civil War | Duration: | 2 – 2 ½ weeks |
| Unit 11: | The Civil War and Reconstruction | Duration: | 5 -6 weeks |
| BOE Approval Date: | | August 28, 2012 | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|---|----------------------------------|
| Unit Title: Colonial Settlement | | Unit #: 1 |
| Course or Grade Level: U.S. History I - 9 th grade | | Length of Time: 2-3 weeks |
| Date Created: March 19, 2012 | | BOE Approval Date: |
| Pacing | 1 ½ weeks – Location of colonies (Jamestown, Plymouth), Colonial life (reasons for settling, New England, Middle, Southern colonies, religion, slavery), Spanish, French, Dutch colonies 2 days – Review and Chapter Test on Colonial Life 1 week – French and Indian War (causes, battles, effects, outcome) 1 day – Quiz | |
| Essential Questions | <ul style="list-style-type: none"> • Why did England settle in the American colonies? • What English laws influenced the new colonies in the Americas? • How did the geography, climate, and resources affect the way these settlers lived? | |
| Content | <ul style="list-style-type: none"> • English, Spanish, French, Dutch colonies in North and South America (location, reason for that location, environmental issues, etc.) • European influences and events (greed, adventure, royal influence) that lead to English exploration • Environmental influences that attributed to the location of the European colonies • Slave life in the new colonies • Various types of English commerce • Prosperous colonies such as Jamestown and Plymouth compared to other failing colonies • European conflict with Native Americans leading to the French and Indian War • International and long lasting effects of the French and Indian War | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Locate European colonies in the Americas • Analyze factors that influenced England to settle in the American colonies • Compare and contrast English law to English colonial law • Understand the justifications of slavery and analyze its controversy in the colonies • Analyze the effects of the French and Indian War and how these effects would become causes of the American Revolution | |
| Assessments | Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Individual assignments • Debates Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation | |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 1 (Chapters 3 and 4) • Primary Source readings/Political cartoons |
| 2009 NJCCCS | |
| <p>Standard: 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>Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives</p> | |
| Content Statement(s): 1. Colonization and Settlement | <p>CPI # / CPI(s): 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.</p> <p>6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.B.1.a - Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.</p> <p>6.1.12.C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>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.</p> <p>6.1.12.D.1.a - Explain the consequences to Native American groups of the loss of their land and people.</p> |
| 21st Century Themes | |

| | | | | | | | |
|--|------------------------------|--|---|--|------------------------------------|--|----------------------|
| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
| <u>21st Century Skills</u> | | | | | | | |
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|--|----------------------------------|
| Unit Title: The American Revolution | | Unit #: 2 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 3 ½ weeks |
| Date Created: March 19, 2012 | | BOE Approval Date: |
| Pacing | 1 week – British taxes and Colonial Reaction 3 days – Continental Congress, Declaration of Independence 3 days – Advantages and Disadvantages, African Americans and Women in War 1 week – Revolutionary Battles 2-3 days – Outcome, Treaties, Review, Test | |
| Essential Questions | <ul style="list-style-type: none"> • What were the main differences between the English and American political figures of the time? • What were the founding principles of the new American nation? • How did American lifestyle contribute to the growing tensions between the Americans and British? • What are the national and international effects of the Declaration of Independence? | |
| Content | <ul style="list-style-type: none"> • British taxes on American colonies • Colonial (both physical and non-physical) protests against the British • Declaration of Independence • Loyalists versus Patriots • Major battles of the war including Lexington and Concord, Bunker Hill, Long Island, Trenton and Princeton, Valley Forge, Saratoga, and Yorktown • Other European nations and their role in the American Revolution • Key figures of the time including George Washington, Patrick Henry, Crispus Attucks, Thomas Jefferson, Thomas Paine, James Madison, John Hancock, Benjamin Franklin, John Adams, Samuel Adams, Nathan Hale, Molly Pitcher, Benedict Arnold, Marquis de Lafayette, and King George III | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Examine the different political and governing styles of the English versus Americans • Analyze British victory sites versus American victory sites • Compare and contrast British and American advantages versus disadvantages at the start of the War • Analyze the economic problems the Americans faced during the War • Contrast the American ideals of independence versus the institution of slavery • Understand the international influence of the Declaration of Independence and the Americans' victory in the Revolutionary War | |
| Assessments | Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Projects (American Revolution newspaper articles) | |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Benchmark Assessments |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 2 (Chapters 5 and 6) • Primary Source readings/Political cartoons |
| 2009 NJCCCS | |
| Standard: 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. | |
| Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives | |
| Content Statement(s): 2. Revolution and the New Nation | <p>CPI # / CPI(s): 6.1.12.A.2.a - Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.</p> <p>6.1.12.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.</p> <p>6.1.12.C.2.a - Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.</p> <p>6.1.12.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</p> |

and internal trade, banking, and taxation.
 6.1.12.D.2.a - Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

21st Century Themes

| | | | | | | | |
|--|------------------|--|---|--|----------------|--|-----------------|
| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
|--|------------------|--|---|--|----------------|--|-----------------|

21st Century Skills

| | | | | | | | |
|--|---------------------------|--|---------------------------------------|--|---------------------------------|--|----------------------|
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|---|--------------------------------|
| Unit Title: Creating a Nation | | Unit #: 3 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 2 weeks |
| Date Created: April 19, 2012 | | BOE Approval Date: |
| Pacing | 1 week – Articles of Confederation, United States Constitution 3 days–1 week – Washington’s Presidency 2 days – Adams’ Presidency 1 day – Quiz | |
| Essential Questions | <ul style="list-style-type: none"> • How did the problems of the Articles of Confederation help in the forming of the U.S. Constitution? • How did problems with British rule affect the creation of United States’ laws? • How did the Constitution establish a republic, in which power is held by voting citizens through their representation? | |
| Content | <ul style="list-style-type: none"> • Problems and negative aspects of the Articles of Confederation • Main goals of the Constitutional Convention • Contrasting ideas of the Federalists and Antifederalists • Main ideas of the United States Constitution as a governing basis for the country • Problems and successes (both domestic and international) with Washington’s and Adams’ Presidency • Differing opinions of the new first political parties | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Analyze the U.S. Constitution and compare to other countries’ governing bodies • Contrast the Bill of Rights as outlining the rights of citizens versus the Constitution as outlining the rights of the government • Analyze the economic, political, and foreign problems Washington faced immediately following the American Revolution • Examine and analyze the Three-Fifths Compromise and its placement in the U.S. Constitution • Understand the different opinions of the first political parties | |
| Assessments | Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments Modifications/Accommodations | |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 3 (Chapters 6, 7, and 8) • Primary Source readings/Political cartoons |
| 2009 NJCCCS | |
| Standard: 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. | |
| Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives | |
| Content Statement(s): 2. Revolution and the New Nation, 3. Expansion and Reform | CPI # / CPI(s): 6.1.12.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. 6.1.12.A.2.c - 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 6.1.12.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. 6.1.12.A.2.d - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. 6.1.12.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. 6.1.12.B.2.b - Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over |

Western lands and the expansion of slavery.
 6.1.12.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.
 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.

21st Century Themes

| | | | | | | | |
|--|------------------|--|---|--|----------------|--|-----------------|
| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
|--|------------------|--|---|--|----------------|--|-----------------|

21st Century Skills

| | | | | | | | |
|--|---------------------------|--|---------------------------------------|--|---------------------------------|--|----------------------|
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|--|----------------------------------|
| Unit Title: Jefferson/Madison Era | | Unit #: 4 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 1 ½ weeks |
| Date Created: April 19, 2012 | | BOE Approval Date: |
| Pacing | 1 week – Jefferson’s Presidency (Marbury vs. Madison, Louisiana Purchase,) 2 days – Madison, War of 1812 1 day – Quiz | |
| Essential Questions | <ul style="list-style-type: none"> • How did Thomas Jefferson’s opinions of governmental rule change after he became president? • What areas of the government were strengthened during Jefferson’s presidency? • How did the War of 1812 define America as a nation? | |
| Content | <ul style="list-style-type: none"> • Election of 1800 (first political parties, deadlock) • Jefferson’s Presidency (Marbury vs. Madison Supreme Court decision, Louisiana Purchase) • Madison’s Presidency (War of 1812) | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Analyze the formation of political parties and their influence on the Election of 1800. • Define judicial review and examine how John Marshall strengthened the Supreme Court through his Marbury vs. Madison ruling • Locate lands purchased in the Louisiana Purchase. • Analyze Jefferson’s purchase of the Louisiana area and decide if he overstepped his Constitutional authority as president. • Examine the causes, battles, and effects (both national and international) of the War of 1812. | |
| Assessments | Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people | |

| | |
|---------------------------------------|--|
| | <ul style="list-style-type: none"> • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 4 (Chapter 9) • Primary Source readings/Political cartoons |

2009 NJCCCS

Standard: 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.

Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives

Content Statement(s): 3. Expansion and Reform

CPI # / CPI(s):

- 6.1.12.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.
- 6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 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.
- 6.1.12.A.3.c - Assess the role of geopolitics in the development of American foreign relations during this period.
- 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.
- 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.
- 6.1.12.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.

21st Century Themes

| | | | | | | |
|------------------|--|---|--|----------------|--|-----------------|
| Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
|------------------|--|---|--|----------------|--|-----------------|

21st Century Skills

| | | | | | | | |
|--|---------------------------|--|---------------------------------------|--|---------------------------------|--|----------------------|
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|---|--------------------------------|
| Unit Title: Growth and Expansion | | Unit #: 5 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 2 weeks |
| Date Created: April 26, 2012 | | BOE Approval Date: |
| Pacing | 1 week – Industrial Revolution/Westward Expansion 1 week – Sectionalism/Missouri Compromise/Monroe Doctrine, Review 1 day – Test | |
| Essential Questions | <ul style="list-style-type: none"> • How did the Industrial Revolution of the early 1800’s affect the way Americans worked, lived, and entertained themselves? • How did the positive aspects of the Industrial Revolution and Era of Good Feeling evolve into a country divided by Sectionalism? • How did Latin American independence movements affect the United States? | |
| Content | <ul style="list-style-type: none"> • Industrial Revolution (inventions, inventors, Westward travel) • Characteristics of early American cities • Sectionalism and division of the country (Henry Clay, Daniel Webster, John Calhoun, Missouri Compromise) • Latin American independence movements • Monroe Doctrine | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • List the benefits of early American and European inventions (all Americans having work, the formation of unions, the Era of Good Feeling) • Examine the negative aspects brought on by the Industrial Revolution (pollution of cities, dangerous machines, child labor) • Examine the struggles and benefits of 19th century Americans’ move out West • Analyze how the positive Era of Good Feeling became the rivalry-based era of Sectionalism • Compare the representatives of Sectionalism and examine on which major issues they debated • Analyze the Monroe Doctrine’s affects on international affairs | |
| Assessments | Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups | |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
|--|---|

| | |
|---------------------------------------|---|
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
|---------------------------------------|---|

| | |
|--------------------------------------|--|
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 5 (Chapter 10) • Primary Source readings/Political cartoons |
|--------------------------------------|--|

2009 NJCCCS

Standard: 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.

Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives

| | |
|--|--|
| Content Statement(s): 3. Expansion and Reform | <p>CPI # / CPI(s):</p> <p>6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>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.</p> <p>6.1.12.A.3.c - Assess the role of geopolitics in the development of American foreign relations during this period.</p> <p>6.1.12.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.</p> <p>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.</p> <p>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.</p> <p>6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> |
|--|--|

21st Century Themes

| | | | | | | |
|------------------|--|----------------------|--|----------------|--|-----------------|
| Global Awareness | | Financial, Economic, | | Civic Literacy | | Health Literacy |
|------------------|--|----------------------|--|----------------|--|-----------------|

| | | | | | | | |
|--|------------------------------|--|---|--|------------------------------------|--|----------------------|
| | | | Business, and Entrepreneurial Literacy | | | | |
| <u>21st Century Skills</u> | | | | | | | |
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|--|--------------------------------|
| Unit Title: The Jackson Era | | Unit #: 6 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 2 weeks |
| Date Created: May 10, 2012 | | BOE Approval Date: |
| Pacing | 2 days – 1824 and 1828 Election 1 week – Jackson’s presidency 2 days – Panic of 1837, William Henry Harrison’s Presidency 1 day – Quiz | |
| Essential Questions | <ul style="list-style-type: none"> • How did Americans relate to Andrew Jackson and how did this affect his presidential policies? • How can the characteristics of the economic crisis of 1837 be compared to other economic crises throughout history? • What role does a candidate’s presidential campaign play in their actual election as president? | |
| Content | <ul style="list-style-type: none"> • 1824 Corrupt Bargain election • Andrew Jackson’s relation to the “common man” • Andrew Jackson’s political policies and presidency (Spoils system, Indian Removal Act, Nullification Crisis, Bank Veto) • Panic of 1837 (characteristics, political involvement) • William Henry Harrison’s “log cabin” campaign and presidency | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Analyze the candidates in the 1824 presidential election and examine what major role the House of Representatives played in the election of president • Understand how Jackson was relatable to the American people • Examine Jackson’s main political policies and compare them to his promises as a presidential candidate • Compare and contrast Andrew Jackson’s removal of the Native Americans to the discriminations of various other minority groups throughout American history • Compare the Panic of 1837 to various economic crises throughout history • Examine the role of the political campaign | |
| Assessments | Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Projects (examination of the 1824 election as a major historical event; analysis of Andrew Jackson’s major political policies) • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments | |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 6 (Chapter 11) • Primary Source readings/Political cartoons |
| 2009 NJCCCS | |
| Standard: 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. | |
| Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives | |
| Content Statement(s): 3. Expansion and Reform | CPI # / CPI(s): 6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. 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. 6.1.12.A.3.c - Assess the role of geopolitics in the development of American foreign relations during this period. 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. 6.1.12.A.3.e - Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. 6.1.12.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries. 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. 6.1.12.D.3.a - Determine how expansion created |

opportunities for some and hardships for others by considering multiple perspectives.
 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).

21st Century Themes

| | | | | | | | |
|--|------------------|--|---|--|----------------|--|-----------------|
| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
|--|------------------|--|---|--|----------------|--|-----------------|

21st Century Skills

| | | | | | | | |
|--|---------------------------|--|---------------------------------------|--|---------------------------------|--|----------------------|
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|--|-------------------------------|
| Unit Title: Manifest Destiny | | Unit #: 7 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 1 week |
| Date Created: May 10, 2012 | | BOE Approval Date: |
| Pacing | 1 week – Manifest Destiny, Texas’s annexation, War with Mexico, California’s gold rush | |
| Essential Questions | <ul style="list-style-type: none"> • How did American ideals of Manifest Destiny lead to America becoming an economic and political power in the 19th and 20th century? • Did American ideals of Manifest Destiny always have positive outcomes? | |
| Content | <ul style="list-style-type: none"> • Manifest Destiny and the settlement of the Oregon Territory • Annexation of Texas (Mexican versus American ideals and ways of life, Davy Crockett as a folk hero and American legend, outcomes of the Battle of the Alamo and the Battle of San Jacinto) • War with Mexico (lands given to America by Mexico in the Mexican Cession and the Gadsden Purchase) • California’s gold rush | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Define Manifest Destiny and examine its effects on the settlement of the Oregon Territory, the Annexation of Texas, and the Mexican Cession • Compare and contrast American ideals versus Mexican heritage • Analyze American narcissism in the “Americanization” of Native Americans and Mexicans of the time | |
| Assessments | <p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts | |

| | |
|---------------------------------------|---|
| | <ul style="list-style-type: none"> • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 7 (Chapter 12) • Primary Source readings/Political cartoons |

2009 NJCCCS

Standard: 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.

Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives

Content Statement(s): 3. Expansion and Reform

CPI # / CPI(s):

- 6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 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.
- 6.1.12.A.3.c - Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.B.3.a - Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

21st Century Themes

| | | | |
|------------------|---|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
|------------------|---|----------------|-----------------|

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| Media Literacy | ICT Literacy | Life and Career Skills | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|--|-------------------------------|
| Unit Title: The Age of Reform | | Unit #: 8 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 1 week |
| Date Created: May 10, 2012 | | BOE Approval Date: |
| Pacing | 1 week – Reform movements | |
| Essential Questions | <ul style="list-style-type: none"> • How did the desire for individual freedom and rights advance the Age of Reform? • What current political, religious, and educational issues can be traced to the Age of Reform? • How have the goals of the Age of Reform been accomplished? | |
| Content | <ul style="list-style-type: none"> • Religious reform (the Second Great Awakening, the Temperance Movement) • Educational reform (Horace Mann, the rights of young girls versus young boys, the education of different races and classes of people, higher education, the education of people with special needs) • Cultural reform (transcendentalism, the influence of Thoreau, Emerson, and Whitman) • Abolitionist movement (the national and international influence of <u>Uncle Tom’s Cabin</u>, Frederick Douglass and Harriet Tubman) • Women’s rights movement (the main ideas of the Seneca Falls Convention, the major roles of women such as Susan B. Anthony, Elizabeth Cady Stanton, and Lucretia Mott) | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Analyze the connection Americans made between the use of alcohol and the absence of religion to the problems Americans faced in the 19th century • Understand educational reform in the 19th century as the basis of education today • Examine how did the early abolitionist movement directly and indirectly lead to the Civil War | |
| Assessments | Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort | |

| | |
|---------------------------------------|---|
| | <ul style="list-style-type: none"> • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 8 (Chapter 14) • Primary Source readings/Political cartoons |

2009 NJCCCS

Standard: 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.

Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives

Content Statement(s): 3. Expansion and Reform

CPI # / CPI(s):

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.

6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.3.d - Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

6.1.12.D.3.e - Determine the impact of religious and social movements on the development of American culture, literature, and art.

21st Century Themes

| | | | |
|------------------|---|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
|------------------|---|----------------|-----------------|

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| Media Literacy | ICT Literacy | Life and Career Skills | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|---|--------------------------------------|
| Unit Title: North and South | | Unit #: 9 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 1 – 1 ½ weeks |
| Date Created: May 10, 2012 | | BOE Approval Date: |
| Pacing | 2 days – Northern economy and lifestyle 3 days – Southern economy and lifestyle 1 day - Quiz | |
| Essential Questions | <ul style="list-style-type: none"> • What were the major political, economic, and lifestyle differences between the North and the South in the mid 19th century? | |
| Content | <ul style="list-style-type: none"> • Inventions (steel plow, mechanical reaper, cotton gin, telegraph, factory system) • The role of immigrants and free African Americans in the rise of factories and American cities • The industrial North compared to the agricultural South • Cotton Kingdom and the use of slave labor to increase profit | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Examine how new inventions lead to the rise in Northern factories and cities • Analyze the prejudice immigrants and free African Americans faced in the U.S. • Understand why the North evolved to a more industrial economy while the South remained primarily agricultural • Explore the institution of slavery and the Southern justifications for its use | |
| Assessments | <p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Individual assignments <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) | |

| | |
|---------------------------------------|---|
| | <ul style="list-style-type: none"> • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 9 (Chapter 13) • Primary Source readings/Political cartoons |

2009 NJCCCS

Standard: 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.

Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives

Content Statement(s): 3. Expansion and Reform

CPI # / CPI(s):

- 6.1.12.A.3.h - Analyze the various rationales provided as a justification for slavery.
- 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.
- 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.
- 6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b - Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

21st Century Themes

| | | | | | | |
|------------------|--|---|--|----------------|--|-----------------|
| Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
|------------------|--|---|--|----------------|--|-----------------|

21st Century Skills

| | | | | | | |
|---------------------------|--|---------------------------------------|--|---------------------------------|--|----------------------|
| Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| Media Literacy | | ICT Literacy | | Life and Career Skills | | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|--|--------------------------------------|
| Unit Title: The Road to Civil War | | Unit #: 10 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 2 – 2 ½ weeks |
| Date Created: May 10, 2012 | | BOE Approval Date: |
| Pacing | 1 week – Compromise of 1850, Kansas-Nebraska Act, Caning of Charles Sumner 2-3 days – Dred Scott Supreme Court Case, Lincoln and Douglas debates 2 day – John Brown’s raid on Harper’s Ferry, Election of 1860 2 days – Review and Test | |
| Essential Questions | <ul style="list-style-type: none"> • What major political issues lead to the American Civil War? | |
| Content | <ul style="list-style-type: none"> • Laws dealing with the expansion of slavery (Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act, Fugitive Slave Act) • Major political figures of the time (John Brown, Frederick Douglass, Roger B. Taney, Charles Sumner) • Dred Scott Supreme Court Decision • Abraham Lincoln and Stephen Douglas’s race for the Illinois Senate seat • The 1860 presidential election | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Examine why people went to such great lengths over the issue of expansion of slavery • Analyze the success or failures of John Brown, Frederick Douglass, Abraham Lincoln and Stephen Douglas • Understand why compromising over slavery became an unlikely option for many at this time • Connect the Dred Scott decision to the Missouri Compromise • Examine the Dred Scott Supreme Court decision and understand how it identified African Americans of the 19th century • Understand the implications of the election of 1860 and recognize how each candidate felt about slavery’s expansion | |
| Assessments | Formative <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) Summative <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Benchmark Assessments | |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments Modifications/Accommodations <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments | |

| | |
|---------------------------------------|--|
| | <ul style="list-style-type: none"> • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 10 (Chapter 15) • Primary Source readings/Political cartoons |

2009 NJCCCS

Standard: 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.

Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives

Content Statement(s): 3. Expansion and Reform, 4. Civil War and Reconstruction

CPI # / CPI(s):

6.1.12.A.3.h - Analyze the various rationales provided as a justification for slavery.
6.1.12.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.
6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

21st Century Themes

| | | | | | | |
|------------------|--|---|--|----------------|--|-----------------|
| Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
|------------------|--|---|--|----------------|--|-----------------|

21st Century Skills

| | | | | | | |
|---------------------------|--|---------------------------------------|--|---------------------------------|--|----------------------|
| Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| Media Literacy | | ICT Literacy | | Life and Career Skills | | |

**Pine Hill Public Schools
Curriculum**

| | | |
|--|--|------------------------------------|
| Unit Title: The Civil War and Reconstruction | | Unit #: 11 |
| Course or Grade Level: U.S. History I – 9 th Grade | | Length of Time: 5 – 6 weeks |
| Date Created: May 10, 2012 | | BOE Approval Date: |
| Pacing | 2-3 days – Timeline to secession, Fort Sumter, advantages and disadvantages 2 days – Civil War in class project (reenactment) 3-4 days – Early battles (Bull Run, Monitor vs. Merrimack, Shiloh, New Orleans) 2-3 days – Antietam, Emancipation Proclamation 1 day – Battles Quiz 3-4 days – Richmond, Gettysburg, Gettysburg Address, Vicksburg, Appomattox Courthouse 1 day – Civil War Test 2 days- Northern victory, Lincoln’s assassination, 13 th , 14 th , 15 th Amendments 2-3 days – Reconstruction plans, “New South”, Johnson’s impeachment | |
| Essential Questions | <ul style="list-style-type: none"> • What major political issues lead to the American Civil War? • How did the Civil War establish the power of the federal government over the states? • How did the events during and after the Civil War shape the American identity? | |
| Content | <ul style="list-style-type: none"> • Northern advantages versus Confederate advantages at the start of the Civil War • Union generals (Burnside, McClellan, Grant, Sherman) versus Confederate generals (Lee, Jackson, Stuart) • Major battles and their effects on the War (Fort Sumter, Bull Run, Monitor vs. the Merrimack, Shiloh, New Orleans, Antietam, Richmond, Gettysburg, Vicksburg, Appomattox Courthouse) • The lives of soldiers, women, and African Americans during the War • The Emancipation Proclamation’s main ideas and Lincoln’s purpose for issuing it • Various political Reconstruction plans • The importance of Andrew Johnson’s impeachment as the first impeachment of a U.S. president | |
| Skills | <ul style="list-style-type: none"> • Analyze maps and globe • Compare the political styles of Abraham Lincoln to Jefferson Davis • Examine the greater military prowess of the Confederate generals over the Union generals • Analyze the problems Lincoln had with his many commanding generals • Understand the main ideas of the Emancipation Proclamation and its use as a military strategy • Examine the key ideas of the Gettysburg Address and understand how it was meant to unite all Americans • Analyze how the Civil War destroyed the Southern economy while building up the Northern economy • Compare and contrast the cost of the Civil War to other American wars • Examine Lincoln’s defining role as a war-time president and identify how his political policies during the War lead to his assassination • Examine the main political ideas for Reconstruction • Understand the 13th, 14th, and 15th amendments • Examine the life of African Americans after the War | |

| | |
|---|---|
| | <ul style="list-style-type: none"> • Scrutinize Andrew Johnson’s impeachment and determine the merit on which he was impeached |
| Assessments | <p>Formative</p> <ul style="list-style-type: none"> • Cues and Questions • Oral Review • Homework review and check • Classroom Assignments (worksheets, short answers questions) <p>Summative</p> <ul style="list-style-type: none"> • Quizzes • Chapter/Unit Tests • Projects (Civil War reenactment, Facebook projects for prominent figures of the time) • Benchmark Assessments |
| Interventions / differentiated instruction | <ul style="list-style-type: none"> • Pairing/Group Work • Debates • Individual assignments <p>Modifications/Accommodations</p> <ul style="list-style-type: none"> • Extended time for completion of tests/quizzes/assignments • Additional time for review/test preparation • Visual materials (maps, timelines) • Small groups • Shortened assignments • Study guides/outlines of important events and people • Visual demonstrations • Summarizing • Credit for class participation/effort • Test directions read aloud and explained thoroughly • Graphic organizers/KWL charts • Tutoring assistance (peer/teacher) • Testing based on student pace and class level |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> • Map Activities • Essay Writing (HSPA Scoring Rubric) • Reiterating “good practices” for testing |
| Lesson resources / Activities | <ul style="list-style-type: none"> • The American Republic to 1877, Unit 11 (Chapter 16 and 17) • Primary Source readings/Political cartoons |

2009 NJCCCS

Standard: 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.

Strand(s): A – Civics, Government, and Human Rights; B – Geography, People, and the Environment; C – Economics, Innovation, and Technology; D – History, Culture, and Perspectives

Content Statement(s): 4. Civil War and Reconstruction

CPI # / CPI(s):

- 6.1.12.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.
- 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.
- 6.1.12.A.4.c - Evaluate how political and military leadership affected the outcome of the Civil War.
- 6.1.12.A.4.d - Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- 6.1.12.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.
- 6.1.12.B.4.b - Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.C.4.a - Assess the role that economics played in enabling the North and South to wage war.
- 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.
- 6.1.12.C.4.c - Explain why the Civil War was more costly to America than previous conflicts were.
- 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.
- 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.
- 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.
- 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.
- 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.
- 6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

| | | | | | | | |
|--|------------------------------|--|---|--|------------------------------------|--|----------------------|
| | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | | Civic Literacy | | Health Literacy |
| <u>21st Century Skills</u> | | | | | | | |
| | Creativity and Innovation | | Critical Thinking and Problem Solving | | Communication and Collaboration | | Information Literacy |
| | Media Literacy | | ICT Literacy | | Life and Career Skills | | |