

Cedar Grove School District

Cedar Grove, NJ

2017 | Grade 10

Pre-Advanced Placement U.S. History



Revised 2019

Approved by the Cedar Grove Board of Education

Superintendent of Schools
Mr. Michael J. Fetherman

Board of Education
Mrs. Christine Dye, President
Mr. David Schoner, Vice-President
Mrs. Nicole DiChiara
Mrs. Michele Mega
Mr. Leonard Splendoria

Pre-Advanced Placement United States History

Course Description

This course is designed to be equivalent to the first half of a college American History survey course, and to help prepare students to pass the AP US History exam in May of their junior year. All students who elect to take this course will begin in the fall of their sophomore year and will take the AP exam in May of their junior year. During this first year of the course, students will be asked to think critically and analytically about events that occurred in American history from the 17th through most of the 19th century. Students will learn to retain a large amount of factual information, interpret documents, and evaluate the validity of authors' arguments. Students will then apply these three skills when writing well structured historical analysis essays that develop a thesis and provide significant evidence for that argument.

Prerequisites: High academic achievement during successful completion of Global Studies Honors with teacher recommendation

**This curriculum was written in accordance with the
NEW JERSEY STUDENT LEARNING STANDARDS
For SOCIAL STUDIES
and the
NEW JERSEY STUDENT LEARNING STANDARDS
For Literacy in History/Social Studies.**

The NJSLS can be viewed at <https://www.nj.gov/education/cccs/>

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**This curriculum is infused with the topics and concepts defined by the New Jersey
Amistad Commission**

<https://www.nj.gov/education/amistad/about.htm>

and the

New Jersey Holocaust Commission

https://www.state.nj.us/education/holocaust/about_us/

Pre-Advanced Placement U.S. History

Unit 1 - Introduction and Early Colonial History (to 1700)

Course Objectives	Student Objectives
Understand the Advanced Placement United States History (APUSH) course and its expectations	<ul style="list-style-type: none"> • Understand the format and grading of the APUSH exam • Identify major themes in American history • Understand how to analyze primary source documents • Understand historical perspectives and why historians sometimes disagree
Understand how the development of the colonies shaped the future United States	<ul style="list-style-type: none"> • Analyze the economic, political, and social motivations that led European countries to have colonies in the Americas • Compare origins, geographies, economies, governments, societies, and cultures of original thirteen British colonies, individually and regionally
Understand the development of the concept of race in colonial society*	<ul style="list-style-type: none"> • Assess the effects of colonization and exploration on Africans and Native Americans* • Analyze the political, legal, economic, and social motivations and rationales for the development of slavery in the colonies* • Evaluate the degree to which colonial slavery has impacted the perception of race in America*

** aligned to the topic(s) set forth by the New Jersey Amistad Commission*

New Jersey Student Learning Standards for Social Studies

- 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.
- 6.1.12.A.1.b** Analyze how gender, property ownership, religion, and legal status affected political rights
- 6.1.12.B.1.a** Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
- 6.1.12.C.1.a** Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 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.
- 6.1.12.D.2.a** Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

New Jersey Student Learning Standards for English Language Arts Companion Standards for History, Social Studies, Science and Technical Subjects

Reading History and Social Studies

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or

secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
<i>Writing History, Science and Technical Subjects</i>
WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <ul style="list-style-type: none"> a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Differentiation and Accommodations Strategies

Special Education Students

https://docs.google.com/document/d/1LLYqXNhBHhnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing

Gifted and Talented

<https://docs.google.com/document/d/1hktkr4hVNjhF53EKtKUKwfNVWvFCERzi4IjZD3bsecA/edit?usp=sharing>

ESL/ELL Students

<https://docs.google.com/document/d/1eqfZ04Y9jeCYYK0NdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing>

At-Risk Students

<https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgK0/edit?usp=sharing>

Students with 504Plans

https://docs.google.com/document/d/1cyNmfOi0vBwAOWgsTw5RVjHVim1KIYyJ_TgWxP8U-0/edit?usp=sharing

Pre-Advanced Placement U.S. History

Unit 2 - Road to Revolution (1700-1775)

Course Objectives	Student Objectives
Understand the conditions that led some colonists to want independence from Britain*	<ul style="list-style-type: none"> • Analyze the ideas of the European Enlightenment thinkers and how they influenced American Patriots • Analyze the causes and effects of the French & Indian War and its aftermath • Evaluate the degree to which colonies had unified and developed a national identity by the 1770s Evaluate the degree to which events between 1763 and 1775 increased tensions between the colonists and the British* • Analyze primary source documents representing a variety of perspectives about colonial independence

** aligned to the topic(s) set forth by the New Jersey Amistad Commission*

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- 6.1.12.A.1.b** Analyze how gender, property ownership, religion, and legal status affected political rights
- 6.1.12.A.2.a** Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
- 6.1.12.A.2.d** Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- 6.1.12.B.2.a** Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
- 6.1.12.C.1.a** Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 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.
- 6.1.12.C.2.a** Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.D.2.a** Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
- 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.
- 6.1.12.D.2.c** Relate events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.D.2.d** Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations
- 6.1.12.D.2.e** Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

New Jersey Student Learning Standards for English Language Arts Companion Standards for

History, Social Studies, Science and Technical Subjects

Reading History and Social Studies

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

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RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Writing History, Science and Technical Subjects

WHST.9-10.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Differentiation and Accommodations Strategies
<p>Special Education Students https://docs.google.com/document/d/1LLYqXNhBHhnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing</p> <p>Gifted and Talented https://docs.google.com/document/d/1hktkr4hVNjhF53EKtKUKwfNVVvFCERzj4IjZD3bsecA/edit?usp=sharing</p> <p>ESL/ELL Students https://docs.google.com/document/d/1eqfZ04Y9jeCYYK0NdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing</p> <p>At-Risk Students https://docs.google.com/document/d/1WHNpvaktxA7dEqjNPVKoZqRYd8FecuZrmU2N7SYgK0/edit?usp=sharing</p> <p>Students with 504Plans https://docs.google.com/document/d/1cyNmfoi0vBwAOWgsTw5RVjHVim1KIYyJ_TgWxP8U-0/edit?usp=sharing</p>

Pre-Advanced Placement U.S. History

Unit 3 – The Two American Revolutions (1775-1789)

Course Objectives	Student Objectives
Understand how America ultimately separated from Britain and analyze how "revolutionary" this separation was	<ul style="list-style-type: none"> • Identify the key people, place, and events in the American Revolutionary War • Compare the advantages and disadvantages of Britain & America in the War • Appraise the outcomes of the War
Analyze and evaluate the creation of the new American government	<ul style="list-style-type: none"> • Evaluate the benefits and weaknesses of the Articles of Confederation and the Constitution* • Analyze the reasons for the conflicts and effects of the compromises during the Constitutional Convention and the ratification process • Evaluate the relative validity of the Federalist and Anti-Federalist positions • Understand key features of the Constitution

** aligned to the topic(s) set forth by the New Jersey Amistad Commission*

New Jersey Student Learning Standards for Social Studies

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.
6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights
6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
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.
6.1.12.C.2.a Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
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.
6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.
6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations
6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the

North.

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.

New Jersey Student Learning Standards for English Language Arts Companion Standards for History, Social Studies, Science and Technical Subjects

Reading History and Social Studies

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Writing History, Science and Technical Subjects

WHST.9-10.1 Write arguments focused on *discipline-specific content*.

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Differentiation and Accommodations Strategies

Special Education Students

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Gifted and Talented

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Pre-Advanced Placement U.S. History

Unit 4 – The New Republic

Course Objectives	Student Objectives
Analyze and evaluate the key domestic and foreign policies of the early presidential administrations	<ul style="list-style-type: none"> • Identify the challenges facing the new republic • Compare the political and economic philosophies of the first political parties • Compare the foreign policies of Washington and Adams • Evaluate the degree to which the transfer of power in 1800 amounted to revolution as some historians argue • Evaluate Jefferson's actions as president in light of his political philosophy • Analyze the causes of and key events in the War of 1812

New Jersey Student Learning Standards for Social Studies

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.
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
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6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
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6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
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
6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

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History, Social Studies, Science and Technical Subjects

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- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

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- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
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WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Differentiation and Accommodations Strategies

Special Education Students

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Pre-Advanced Placement U.S. History

Unit 5 - Nationalism, Sectionalism, & Industrialization (1815-1860)

Course Objectives	Student Objectives
Compare the national and sectional goals of the United States during the early 1800s	<ul style="list-style-type: none"> Identify events that led to increased nationalism and sectionalism during the "Era of Good Feelings" Evaluate the accuracy of the label "Era of Good Feelings" for the years*
Analyze the causes and effects of the first era of industrialization in the U.S.	<ul style="list-style-type: none"> Understand how the War of 1812 helped lead the U.S. to industrialize Compare the industrialization of the U.S. with that of Britain* Evaluate the economic, political, and social impact of industrialization and the market economy Compare the economies of the North and South during the first half of the 19111 century*
Analyze changes in the American electorate change over the first few decades of the 19th century, and the political, economic, and social effects of these changes.	<ul style="list-style-type: none"> Connect the industrial revolution to the rise of Jacksonian Democracy Analyze the elections of 1824 and 1828 Evaluate Jackson's presidency and Jacksonian Democracy from a variety of historical perspectives*

** aligned to the topic(s) set forth by the New Jersey Amistad Commission*

New Jersey Student Learning Standards for Social Studies

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.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.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.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
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.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.
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).
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.
New Jersey Student Learning Standards for English Language Arts Companion Standards for History, Social Studies, Science and Technical Subjects
<i>Reading History and Social Studies</i>
RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
Writing History, Science and Technical Subjects
WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

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- e. Provide a concluding statement or section that follows from or supports the argument presented.

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WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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Pre-Advanced Placement U.S. History

Unit 6 – Antebellum America (1790-1860)

Course Objectives	Student Objectives
Understand and evaluate reform movements of the 1840s-50s*	<ul style="list-style-type: none"> • Analyze why mid-19th century America became a hotbed of social change* • Compare the goals of a variety of antebellum reformers* • Evaluate the degree of success of certain antebellum reform movements (e.g., women's movement)*
Understand how the institution of slavery shaped the political, social, and economic life of the Old South*	<ul style="list-style-type: none"> • Compare how various social classes in the South viewed slavery* • Analyze the impact of slavery on African Americans and African American Culture* • Analyze and evaluate a variety of arguments supporting and opposing slavery, from northerners as well as Southerners*

New Jersey Student Learning Standards for Social Studies

6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
6.1.12.A.2.c Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
6.1.12.A.2.e Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.
6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
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.a Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
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.
6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.
6.1.12.D.2.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

New Jersey Student Learning Standards for English Language Arts Companion Standards for History, Social Studies, Science and Technical Subjects

Reading History and Social Studies

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RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

Writing History, Science and Technical Subjects

WHST.9-10.1 Write arguments focused on *discipline-specific content*.

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Pre-Advanced Placement U.S. History

Unit 7 – Manifest Destiny & the Road to Civil War (1848-1861)

Course Objectives	Student Objectives
Understand how the continental U.S. reached its current shape and size*	<ul style="list-style-type: none"> Identify the territories added to the U.S. between 1830 and 1860 Compare and evaluate the arguments for and against expansion Compare and evaluate the arguments for and against the War with Mexico*
Understand the series of events during the 1840s and 1850s that led the South to secede from the Union in 1861*	<ul style="list-style-type: none"> Understand how expansion increased sectional tensions* Analyze how political compromise broke down during this period*

New Jersey Student Learning Standards for Social Studies

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.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.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.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.B.3.i 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.
6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
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).
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.

New Jersey Student Learning Standards for English Language Arts Companion Standards for

History, Social Studies, Science and Technical Subjects

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- RH.9-10.3.** Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
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- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
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WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Differentiation and Accommodations Strategies
<p>Special Education Students https://docs.google.com/document/d/1LLYqXNhBHhnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing</p> <p>Gifted and Talented https://docs.google.com/document/d/1hktkr4hVNjhF53EKtKUKwfnVWvFCERzj4IjZD3bsecA/edit?usp=sharing</p> <p>ESL/ELL Students https://docs.google.com/document/d/1eqfZ04Y9jeCYYK0NdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing</p> <p>At-Risk Students https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgK0/edit?usp=sharing</p> <p>Students with 504Plans https://docs.google.com/document/d/1cyNmFOi0vBwAOWgsTw5RVjHVim1KIYyJ_TgWxP8U-0/edit?usp=sharing</p>

Pre-Advanced Placement U.S. History

Unit 8 –Civil War, Reconstruction, and the Great West (1861-1896)

Course Objectives	Student Objectives
Understand how and why the North was able to win the Civil War*	<ul style="list-style-type: none"> • Compare the advantages and disadvantages of each side at the onset of and throughout the war* • Evaluate the ways in which Lincoln expanded executive power during the war • Discuss the role of emancipation and African-Americans during the Civil War*
Evaluate the goals and outcomes of policies that shaped the U.S. during Reconstruction*	<ul style="list-style-type: none"> • Identify the social, political, and economic effects of the war in the North, South, and West • Compare and evaluate the various Reconstruction plans. • Evaluate the overall effectiveness of Reconstruction
Analyze the changes that shaped the American economy and society of the late 19th century*	<ul style="list-style-type: none"> • Analyze the ways that industrialization, mechanization, government policies, and modern financing procedures transformed the West*

New Jersey Student Learning Standards for Social Studies

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 Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
6.1.12.B.5.b. Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
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.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.
6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.
6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
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.5.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
6.1.12.D.5.d Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
New Jersey Student Learning Standards for English Language Arts Companion Standards for History, Social Studies, Science and Technical Subjects
<i>Reading: Informational Text</i>
RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RST.9-10.6. Determine the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
RH.9-10.10. By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity

band independently and proficiently

Writing History, Science and Technical Subjects

WHST.9-10.1 Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Differentiation and Accommodations Strategies

Special Education Students

https://docs.google.com/document/d/1LLYqXNhBHhnTozbG26ogMZJa_1aiiXxfAZWix9mOeuY/edit?usp=sharing

Gifted and Talented

<https://docs.google.com/document/d/1hktkr4hVNjhF53EKtKUKwfNVWvFCERzi4ljZD3bsecA/edit?usp=sharing>

ESL/ELL Students

<https://docs.google.com/document/d/1eqfZ04Y9jeCYYK0NdNp33UDPUFPp9ac6W3vli-2x8nU/edit?usp=sharing>

At-Risk Students

<https://docs.google.com/document/d/1WHNpvaktxA7dEqkjNPVKoZqRYd8FecuZrmU2N7SYgK0/edit?usp=sharing>

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Pre-Advanced Placement U.S. History

Unit 9 –The Great West (1865-1899)

Course Objectives	Student Objectives
Analyze the changes that shaped the American economy and society of the late 19th century*	<ul style="list-style-type: none"> Analyze the ways that industrialization, mechanization, government policies, and modern financing procedures transformed the West*
New Jersey Student Learning Standards for Social Studies	
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 Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	
6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.	
6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.	
6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.	
6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.	
6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	
6.1.12.B.5.b. Assess the impact of rapid urbanization on the environment and on the quality of life in cities.	
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.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.	
6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period.	
6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.	
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.5.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
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<i>Writing History, Science and Technical Subjects</i>
WHST.9-10.1 Write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.
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Students with 504Plans

https://docs.google.com/document/d/1cyNmfiOi0vBwAOWgsTw5RVjHVim1KlYyJ_TgWxP8U-0/edit?usp=sharing

For All Units

Activities	Assessments
<ul style="list-style-type: none"> • Lecture • Class discussions • Primary source analysis • Essay and research paper writing • Student-led seminars • Student presentations • Debates • Cooperative learning activities • Projects • Simulation and modeling activities • Technology infusion • Differentiated instruction • Reading circles • Guided readings • Research-based activities 	<ul style="list-style-type: none"> • Tests • Quizzes • Document-Based Questions • Essays • Outlines • Oral presentations • Class participation • Digital portfolio • Performance assessments • Research • Dramatization/role plays • Teacher observations • Rubrics • Historical analysis essays • Visual interpretation and analysis

Suggested Resources

Textbook

- *The American Pageant*, 13/e Kennedy/Cohen/Bailey, Houghton-Mifflin, 2006

Supplemental Materials

- *The American Spirit*, vol. L 8/e. Bailey/Kennedy, Heath, 1994
- *A People's History of the United States*, abridged teaching edition. Zinn, Norton, 1997
- Primary source documents that relate to various topics covered in United States History from the 1600s through the 1800s

Websites

- *The New York Times*. <http://www.nytimes.com/>
- *The Washington Post*. <http://www.washingtonpost.com/>
- *Newsweek*. <http://www.msnbc.msn.com/id/3032542/site/newsweek/>
- *CNN*. <http://www.cnn.com/>
- *Fox News*. <http://www.foxnews.com/>
- *Annenberg Political Fact Check*. <http://www.factcheck.org/default.html>
- *The Pew Research Center*. <http://people-press.org/>
- *Rasmussen Reports*. <http://www.rasmussenreports.com/>
- *Project Vote Smart*. <http://www.vote-smart.org/index.htm>
- *Polling Report*. <http://www.pollingreport.com/>
- *Youtube*. <Http://www.youtube.com>

Amistad Commission Resources

- <http://www.nj.gov/education/amistad/>
- <http://www.nj.gov/education/amistad/resources/literacy.pdf>
- <http://www.njamistadcurriculum.net/>

Holocaust Resources

- <http://www.state.nj.us/education/holocaust/>
- <http://www.nj.gov/education/holocaust/curriculum/>
- <https://www.state.nj.us/education/holocaust/resources/>
- <https://www.state.nj.us/education/holocaust/curriculum/Universal9-12.pdf>
- <http://www.nj.gov/education/holocaust/curriculum/UniversalIntro.pdf>