COURSE TITLE

Honors US History I

LENGTH

Full Year
Grade 10

DEPARTMENT

Social Studies

SCHOOL
Rutherford High School

DATE

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Honors US History I

I.   Introduction/Overview/Philosophy

This one-year survey of United States history from the writing of the Constitution to the end of Gilded Age (1787-1898) is designed for the honors students who meet the entrance criteria itemized later in the document. It is the first year of two mandated by the State of New Jersey and the Board of Education to meet graduation requirements. The course additionally meets the New Jersey Student Learning Standards and New Jersey Holocaust/Genocide, LGBTQ+ and Amistad mandates.

The topics covered are life, the arts, culture, and social developments in the United States. The events surrounding the establishment of the Republic, the debate over slavery, the Civil War and its aftermath will be studied as well as their impact upon the American people and their culture and lives. The foundation of a predominantly agrarian republic and the changes faced during the industrial revolution will be covered in an intensive study of economic concepts. The political history of America will be studied side by side with that of other nations to demonstrate the interconnections of all the topics and their impact upon one another. New Jersey's role in all these will be infused into the studies at the appropriate time as will career education.

Since this is an honors program, the teacher expectations and standards will be high. Assignments will be demanding and students are expected to meet these. Critical thinking, analysis of primary sources, and several written assignments will be made to make a student understand the importance of learning the past, reviewing material from many sources, and drawing logical conclusions. Students will improve all their social studies skills, especially the technical. Technology and the library will be tools used by the students and teacher to foster intellectual growth.

At the course's conclusion, students will have enhanced their knowledge of the United States and improved their study skills, and be better able to think critically, evaluate, and draw conclusions.

II.   Objectives

Course Outline:

. Discovery and Settlement of the New World, 1492-1650
- 1) Europe in the sixteenth century
- 2) Spanish, English, and French exploration
- 3) first English settlements
  - a) Jamestown
  - b) Plymouth
- 4) Spanish and French settlements and long-term influence
- 5) American Indians

b. American and the British Empire, 1650-1754
- 1) Chesapeake country
- 2) growth of New England
- 3) restoration colonies
- 4) mercantilism; the Dominion of New England
- 5) origins of slavery

    c. Road to Revolution, 1754-1775
       1) Anglo-French rivalries and Seven Years' War
       2) imperial reorganization of 1763
           a) Stamp Act
           b) Declaratory Act
           c) Townshend Acts
           d) Boston Tea Party

    d. The American Revolution, 1775-1783
       1) Continental Congress
       2) Declaration of Independence
       3) the war
           a) French alliance
           b) war and society; Loyalists
           c) war economy
       4) Articles of Confederation
       5) Peace of Paris
       6) creating state governments
           a) political organization
           b) social reform; women, slavery

    e. Constitution and New Republic, 1776-1800
       1) Philadelphia Convention: drafting the Constitution
       2) Federalists versus Anti-Federalists
       3) Bill of Rights
       4) Washington's presidency
           a) Hamilton's financial program
           b) foreign and domestic difficulties
           c) beginnings of political parties
       5) John Adams' presidency
           a) Alien and Sedition Acts
           b) XYZ affair
           c) Election of 1800

    f. The Age of Jefferson, 1800-1816
       1) Jefferson's presidency
           a) Louisiana Purchase
           b) Burr conspiracy
           c) the Supreme Court under John Marshall
           d) neutral rights, impressments, embargo
       2) Madison
       3) War of 1812
           a) causes
           b) invasion of Canada
           c) Hartford Convention
           d) conduct of the war
           e) Treaty of Ghent
           f) New Orleans

    g. Nationalism and Economic Expansion
       1) James Monroe; Era of Good Feelings
       2) Panic of 1819

         3) settlement of the West
         4) Missouri Compromise
         5) foreign affairs: Canada, Florida, the Monroe Doctrine
         6) Election of 1824: end of Virginia dynasty
         7) economic revolution
            a) early railroads and canals
            b) expansion of business
                1. beginnings of factory system
                2. early labor movement; women
                3. social mobility; extremes of wealth
            c) the cotton revolution in the South
            d) commercial agriculture
   h. Age of Jackson, 1828-1848
         1) democracy and the "common man"
            a) expansion of suffrage
            b) rotation in office
         2) second party system
            a) Democratic Party
            b) Whig Party
         3) internal improvements and states' rights: the Maysville road veto
         4) the Nullification Crisis
            a) tariff issue
            b) the Union: Calhoun and Jackson
         5) The Bank War: Jackson and Biddle
         6) Martin Van Buren
            a) independent treasury system
            b) Panic of 1837
  i. Territorial Expansion and Sectional Crisis
         1) Manifest Destiny and mission
         2) Texas annexation, the Oregon boundary, and California
         3) James K. Polk and the Mexican war; slavery and the Wilmot Proviso
         4) later expansionist efforts
  j. Creating an American Culture
         1) cultural nationalism
         2) education reform/professionalism
         3) religion; revivalism
         4) Utopian experiments: Mormons, Oneida Community
         5) Transcendentalists
         6) national literature, art, architecture
         7) reform crusades
            a) feminism; roles of women in the nineteenth century
            b) abolitionism
            c) temperance
            d) criminals and the insane
  k. Sectionalism
         1) the South
            a) cotton kingdom
            b) Southern trade and industry

        c) Southern society and culture
             1. gradations of White society
             2. nature of slavery: "peculiar institution"
             3. the mind of the South
    2) the North
        a) Northeast industry
             1. labor
             2. immigration
             3. urban slums
    3) Westward expansion
        a) advance of agricultural frontier
        b) significance of the frontier
        c) life on the frontier; squatters
        d) removal of American Indians
l. The 1850s: Decade of Crisis
    1) Compromise of 1850
    2) Fugitive Slave Act and *Uncle Tom's Cabin*
    3) Kansas-Nebraska Act and realignment of parties
        a) demise of the Whig Party
        b) emergence of the Republican Party
    4) Dred Scott decision and Lecompton crisis
    5) Lincoln-Douglas debates, 1858
    6) John Brown's raid
    7) the election of 1860; Abraham Lincoln
    8) the secession crisis
m. Civil War
    1) the Union
        a) mobilization and finance
        b) civil liberties
        c) Election of 1864
    2) the South
        a) confederate constitution
        b) mobilization and finance
        c) states' rights and the Confederacy
    3) foreign affairs and diplomacy
    4) military strategy, campaigns, and battles
    5) the abolition of slavery
        a) Confiscation Acts
        b) Emancipation Proclamation
        c) Freedmen's Bureau
        d) Thirteenth Amendment
    6) effects of the war on society
        a) inflation and public debt
        b) role of women
        c) devastation of the South
        d) changing labor patterns
n. Reconstruction to 1877
    1) Presidential plans: Lincoln and Johnson

        2) radical Congressional plans
           a) civil rights and the Fourteenth Amendment
           b) military reconstruction
           c) impeachment of Johnson
           d) African American suffrage: the Fifteenth Amendment
        3) Southern state governments: problems, achievements, weaknesses
        4) Compromise of 1877 and the end of Reconstruction
     o. New South and the Last West
        1) politics in the New South
           a) the Redeemers
           b) Whites and African Americans in the New South
           c) subordination of freed slaves: Jim Crow
        2) Southern economy; colonial status of the South
           a) sharecropping
           b) industrial stirrings
        3) cattle kingdom
           a) open-range ranching
           b) day of the cowboy
        4) building the Western railroad
        5) subordination of American Indians: dispersal of tribes
        6) farming the plains; problems in agriculture
    7) mining bonanza

Student Outcomes:

Helping students develop and effectively use a wide variety of skills is a central purpose of social studies. These skills are central to one's learning throughout life. A command of these tools will be of assistance to students in understanding their society and in becoming productive members of the American community. Students will be able to:

- Determine the credibility and value of information, while also considering context, point of view, and multiple perspectives.
- Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world
- Critically analyze information, make ethical judgements, and responsibly address controversial issues.
- Communicate through rational and persuasively written and oral arguments to present issues to controversial issues.
- Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions
- Take actions that result in a more equitable society.
- Analyze sources of prejudice and discrimination and propose solutions to eliminate them.
- Based on analysis and evaluation of historical evidence, make supportable inferences and draw appropriate conclusions
- Evaluate evidence from primary and secondary sources
- Compare and contrast points of view from multiple authors or sources
- Recognize cause and effect
- Develop and practice debating skills
- Analyze differences in historical interpretation

- Continue to develop research skills through the use of electronic sources, such as scholarly articles from online databases.
- Analyze commonly accepted historical arguments and explain how an argument has been constructed from historical evidence.
- Prepare in a timed period, a valid essay based on a set of given documents.
- Analyze and evaluate historical patterns of continuity and change over time.
- Identify, analyze and synthesize information on maps, globes, photos, timelines, etc.
- Understand and explain geographic settings of historical and current events
- Evaluate the influence of geography upon history and culture
- Analyze cartoons as a means of expressing viewpoints
- Identify and understand what constitutes differences and duration of various historical period

New Jersey Student Learning Standards
CAREER READY PRACTICES
CRP1   Act as a responsible and contributing citizen and employee.
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP2   Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation
CRP4   Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP5. Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP6. Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. *Utilize critical thinking to make sense of problems and persevere in solving them.*

Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

CRP9. *Model integrity, ethical leadership and effective management.*

Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP10. *Plan education and career paths aligned to personal goals.*

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. *Use technology to enhance productivity.*

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. *Work productively in teams while using cultural global competence.*

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

Strand B. Creativity and Innovation

 8.1.12.B.1 Apply previous content knowledge by creating and piloting a digital learning game or *tutorial.*

Strand C. Communication and Collaboration

8.1.12.C.1 Develop an innovative solution to a real-world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Strand D. Digital Citizenship

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Strand E. Research and Information Fluency

8.1.12.E.1 Produce a position statement about a real-world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Strand F. Critical Thinking, Problem Solving, and Decision-Making

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Strand D. Abilities for a Technological World

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

21ST CENTURY LIFE AND CAREERS

Standard 9.2 Career Awareness, Exploration, And Preparation

Strand C. Career Preparation:

9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.

9.2.12.C.8 Assess the impact of litigation and court decisions on employment laws and practices.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

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.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.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.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.

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.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.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.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.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

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.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.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.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.

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 Resolutions, 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.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.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.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

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

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.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

    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 using sound reasoning, 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 transitions (e.g. words, phrases, 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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

    E. Provide a concluding paragraph or section that 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 style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

    F. Provide a concluding paragraph or section that supports the argument presented.

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, share, and update 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.

III. Proficiency Levels

This is the honors level of the tenth-grade United States History I course.

IV. Methods of Assessment

Student Assessment

- Homework

- Class discussion
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers
- Tests and quizzes
- Document-based essays and free-response essays
- Class participation
- Quarterly Benchmark Assessments
- Debates/Socratic Seminars
- Project Based Assessments

Curriculum/Teacher Assessment
Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V.   Grouping

Students are generally required to have an B+ average to be admitted in the honors program for its duration. Additionally, each student must have the recommendation of their present social studies teacher to be admitted. The following criteria are those upon which the recommendation is based.

- Actively participates in class discussions and activities.
- Expresses thoughts well in discussions and in writing.
- Poses challenging and interesting questions.
- Shows evidence of being an avid reader and reads well above grade level.
- Maintains a high interest level in history and current affairs.
- Keeps up with contemporary affairs by reading newspapers and magazines on a regular basis.
- Demonstrates the ability to work independently and to cooperate fully in group work.
- Demonstrates proficiency in using technology for research and oral presentations.
- Is able to relate past events to the present – is able to compare, contrast and analyze material.
- Earned recommendations of social studies teachers based upon the criteria.
- Earned recommendations of the guidance counselor.

VI.   Articulation/Scope & Sequence/Time Frame

This is a tenth grade, full-year course which fulfills the second-year social studies requirements for high school graduation.

VII.   Resources

Texts/Supplemental Reading/References

- DVD's – The social studies office and High School library maintain the DVD's for teacher/student use for the appropriate units.
- map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.
- Rutherford High School online data-base and internet resources
- The American Pageant David M. Kennedy, Lizabeth Cohen, & Thomas A. Bailey Houghton Mifflin Company, 2006

- Cobbs, Elizabeth, Gjerde, Jon. <u>Major</u> <u>Problems</u> <u>in</u> <u>American</u> <u>History</u> Volume I: to 1877 Houghton Mifflin Company, New York, 2007
- Dinnerstein, Leonard, Jackson, Kenneth T. <u>American</u> <u>Vistas</u> <u>Volume</u> <u>I</u> <u>1607-1877</u> Oxford University Press, New York, 1995
- Remini, Robert V., <u>A</u> <u>Short</u> <u>History</u> <u>of</u> <u>the</u> <u>United States</u>, Harper Perennial, New York, 2009
- Zinn, Howard, <u>A</u> <u>People's</u> <u>History</u> <u>of</u> <u>the</u> <u>United</u> <u>States</u>, Harper Perennial, New York, 2005
- *Summer Reading*- All students are given reading assignments to be completed in the summer prior to entering the classes. Teachers will assess each student upon submission of the completed assignment. The assignment will also be used in class to further their studies.
- New Jersey Amistad Commission Resources- NJ Department of Education www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education www.nj.gov/education/holocaust/

VIII. Suggested Activities

Making appropriate adjustments to content, teaching strategies, expectations of student mastery, and scope and sequence is necessary in educating gifted students. Gifted students are more likely to develop study and production skills, experience success and struggle, and feel challenged in a classroom setting that encourages learners to master information more quickly.

Teaching strategies that will help gifted students do well include the following:
- Interdisciplinary and problem-based assignments with planned scope and sequence
- Advanced, accelerated, or compacted activities
- Abstract and advanced higher-level thinking activities
- Allowance for individual students' interests
- Assignments geared to development in areas of affect, creativity, cognition, and research skills
- Complex, in-depth assignments
- Diverse enrichment that broadens learning
- Variety in types of resources
- Community involvement in student learning
- Projects that focus on cultural diversity
- Internship, monitorship, and other forms of apprenticeship

Specific instructional approaches and arrangements for gifted education included acceleration, enrichment, and grouping.
- Field trips to enhance the curriculum with administrative approval
- Variety of technological projects
- Debates on current issues
- Group projects and presentations
- Enrichment assignments such as in-depth reading on issues
- Study of leadership qualities of outstanding Americans in history

IX.   Methodologies

This honors course is for those who meet its standards. The following are suggestions, not limits, as to what a teacher will do:

- Individualized assignments
- Group work of all types
- Computer and technology use
- DVD's
- Differentiated instruction
- Use of the Internet
- Additional readings, primary and secondary
- Debates/Socratic Seminars
- Project Based Assessments

X.   Interdisciplinary Connections

The teacher will use all resources available in the district to enhance the student's knowledge of art, music, and literature. The English and art teachers especially will be called upon to supplement what is learned in history. Music, literature and art can be used for cross curriculum development. As curriculum coordination develops, this interdisciplinary involvement will grow.

XI.   Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning, teachers can maximize success for all students.

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)
- Guided notes
- Small group instruction with peer leaders
- Small group work
- Peer editing
- Peer review
- Small group instruction
- Activities for review of material
- Use of assisted technology
- Visual learning
- Crash Course videos
- Chunking of material
- Annotated and summarized materials
- Graphic organizers
- Teacher notes/peer notes available upon request
- Pinpoint essential vocabulary
- Jigsaw Activities

Differentiation for Enrichment
- Use of higher order thinking questions

- Student driven discussion
- Student driven projects
- Internet-based content
- Inquiry based instruction
- Independent work/study
- Leadership roles for debate and/or class discussions
- Allow for student choice
- Alternate reading and response options
- Suggested supplemental reading

XII.   Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII.   Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments

Unit 1
● North American Pre-History (10,000 BC - 1492)
● European First Contact with the Native Americans (1492-1620)
  - Spanish, French, and English exploration
● Colonial Society & Conflicts (1620-1765)
  - Colonial Family Life
	4 weeks	*For Support:*
		● Teacher notes/peer notes available upon request
		● Crash Course videos
		
		For Enhancement:
		● Internet Research for Colonial Advertisements
		● Critical/Analytical thinking questions
			6.1.12.A.1.a
			6.1.12.B.1.a
			6.1.12.C.1.b
			6.1.12.D.1.a
			RH.9-10.1.
			RH.9-10.6.
			WHST.9-10.2.
			AMISTAD
			HOLOCAUST
			8.1.12.A.2
			8.1.12.B.1
			8.1.12.C.1
			8.1.12.D.4
			8.1.12.E.1
			8.2.12.B.4
			8.2.12.D.4
				Formative Assessment:
				● Chapter notes
				● Colonial Advertisements
				● Primary Source - Bacon's Rebellion
				
				Summative Assessment
				● Unit Test - Colonial America

Unit 2
● Era of Colonial Tensions (1765- 1775)
  - French and Indian War
  - Acts of Parliament post- French and Indian War
● Independence & Early Revolution (1776-1778)
	4 weeks	*For Support:*
		● Graphic Organizers
		● Student choice - Road to Revolution
		● Peer editing/review for debate notes
		
		For Enhancement:
		● Independent Research for
			6.1.12.D.2.a
			6.1.8.D.3.d
			6.1.8.D.3.e
			6.1.8.B.3.c
			RH.9-10.2.
			RH.9-10.4.
			WHST.9-10.4.
			AMISTAD
			8.1.12.A.2
				Formative Assessment:
				● Primary Source analysis - Albany Plan of Union
				● Graphic organizer - Acts of Parliament
				● Hyperdoc - Thomas Paine
				● Debate: Patriots vs. Loyalists

- Patriots vs. Loyalists - Revolutionary literature (Thomas Paine)		debate ● Suggested supplemental reading	8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Summative Assessment:* ● Project - "Road to Revolution" Website ● Quarter 1 Benchmark Assessment- Cumulative test
Unit 3 ● Expansion & Conclusion of the Revolution (1779-1781) - Battles of the Revolution - Foreign support and influence ● Peace of Paris & Post-war Society (1783-1787) - Significances of the war	3 weeks	*For Support:* ● Text material annotated and summarized ● oral and written assignments *For Enhancement:* ● Alternate reading and response options ● inquiry based instruction	6.1.12.A.2.a 6.1.8.A.3.d 6.1.8.D.3.c 6.1.8.D.3.d 6.1.8.D.3.f RH.9-10.5. RH.9-10.9. WHST.9-10.5. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* ● Primary Source Analysis - Declaration of Independence ● DBQ writing *Summative Assessment:* ● Test- American Revolution
Unit 4 ● Ratification of the U.S. Constitution - Federalists vs. Antifederalists - *The Federalists Papers* ● The Early Republic (1787-1800) - Washington's administration - U.S. neutrality - Adam's administration	4 weeks	*For Support:* ● small group work with group leaders ● chunking of material *For Enhancement:* ● choices provided for working ● student driven assignments ● student choice in project	6.1.12.A.2.a 6.1.12.A.2.c 6.1.12.A.2.e 6.1.12.B.2.b 6.1.12.D.2.b 6.1.8.A.3.g 6.3.12.D.1 RH.9-10.6. RH.9-10.2. RH.9-10.8. WHST.9-10.6. 8.1.12.A.2	*Formative Assessment:* ● Primary Source analysis - Articles of Confederation, Federalists vs. Anti-Federalists ● Hyperdoc - Weaknesses of the Articles of Confederation ● Graphic Organizer - 6 "big" themes of the Constitution

			8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Summative Assessment:* ● Project - Bill of Rights
Unit 5 ● Revolution of 1800 & Jeffersonian America (1800-1808) - Louisiana Purchase - Embargo Act	2 week	*For Support:* ● Visual learning through videos and maps *For Enhancement:* ● Inquiry based instruction ● Internet research	6.1.12.A.2.d 6.1.12.A.3.b 6.1.12.B.3.a CRP1,2,4,5,6,7,8,9,10,11,12 RH.9-10.4. RH.9-10.1. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* ● Primary Source analysis - Inaugural Address ● Louisiana Purchase Proposals *Summative Assessment:* ● Test - Jefferson Administration ● Quarter 2 Benchmark Assessment- Cumulative Test with an essay
Unit 6 ● The War of 1812 & Aftermath (1812- 1815) - James Madison foreign policy - Battles of the war and long term effects/significances ● Era of Good Feelings (1816-1824) - James Monroe administration - Monroe Doctrine	4 weeks	*For Support:* ● Peer editing/review for debate notes ● Guided notes ● Pinpointing essential vocabulary *For Enhancement:* ● Leadership roles for debates and other class discussions	6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.a CRP1,2,4,5,6,7,8,9,10,11,12 RH.9-10.4. RH.9-10.3. WHST.9-10.2 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* ● Debate - Warhawks vs. Federalists ● Primary Source analysis - Monroe Doctrine *Summative Assessment:* ● Test - Administrations of Madison and Monroe

Unit 7	4 weeks	*For Support:*	6.1.12.A.3.e	*Formative Assessment:*
● The Age of Jackson (1824-1840) - Nullification Crisis - The Bank War ● Westward Expansion (1820-1850) - Indian Removal policies		● peer editing in small groups ● Crash Course videos *For Enhancement:* ● Student choice in research assignment ● Additional reading on Jacksonian Democracy reading	6.1.12.B.3.a 6.1.12.D.3.c CRP1,2,4,5,6,7,8,9,10,11,12 RH.9-10.6. RH.9-10.1. WHST.9-10.1. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	● Primary Source Analysis - Nullification Crisis ● Political cartoon analysis - the bank war ● Human Continuum - Indian Removal policies *Summative Assessment:* ● Jackson Research Assignment - Obituary and letters from varying American perspectives
Unit 8	4 weeks	*For Support:*	6.1.12.A.3.h	*Formative Assessment:*
● The Industrial Revolution and its effects - Mechanization and manufacturing - Labor Issues - Advances in transportation and farming ● Immigration of the German and Irish to America - Antiforeignism ● Social Reforms - The Second Great Awakening - Temperance - Women's rights movement		● Use of assisted technology ● Visual learning *For Enhancement:* ● Internet based content ● Student driven project	6.1.12.A.3.f 6.1.12.A.3.i 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.3.a 6.1.12.D.3.b 6.1.12.D.3.d 6.1.12.D.3.e 6.3.12.A.2 AMISTAD 9.2.12.C.4, 7, 8 RH.9-10.2. RH.9-10.5. WHST.9-10.8. 9.2.12.C.4 CRP1,2,4,5,6,7,8,9,10,11,12 8.1.12.A.2 8.1.12.B.1	● Primary Source analysis and Socratic Seminar - The Market Revolution ● Online storyboards - social reforms and their progression *Summative Assessment:* ● Project - The Industrial Revolution ● Quarter 3 Benchmark Assessment- DBQ on Labor issues on the industrial revolution

			8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4 9.2.12.C.4 9.2.12.C.8	
Unit 9 ● Manifest Destiny and the Mexican American War - Texas annexation - Treaty of Guadalupe Hidalgo ● Sectionalism & Discontent in the Union (1820-1850) - Wilmot Proviso	3 weeks	*For Support:* ● Peer editing/review for debate notes ● Activities for the review of material *For Enhancement:* ● Independent work/study ● Leadership roles for debate	6.1.12.A.3.a 6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.e 6.3.8.B.1 AMISTAD CRP1,2,4,5,6,7,8,9,10,11,12 RH.9-10.9. RH.9-10.5. WHST.9-10.6. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	*Formative Assessment:* ● Alternate Plan to war writing assignment ● Debate - Whigs vs. Democrats *Summative Assessment:* ● Test - Mexican American War
Unit 10 ● Short Term causes of the Civil War (1850-1860) - Kansas-Nebraska Act - Dred Scott Decision - Lincoln-Douglas Debates ● Immediate Causes of the Civil War (1860-61) - Election of 1860 - Crittenden Compromise	4 weeks	*For Support:* ● Guided notes ● Small group instruction and small group presentation *For Enhancement:* ● Higher order thinking questions	6.1.12.A.4.a 6.1.12.A.4.b 6.1.12.C.4.b AMISTAD CRP1,2,4,5,6,7,8,9,10,11,12 RH.9-10.8. RH.9-10.9. WHST.9-10.4.	*Formative Assessment:* ● Primary Source Analysis - Compromise of 1850 ● Revisions - Compromise of 1850 ● Class discussion - Bleeding Kansas, Lecompton Constitution, Dred Scott Decision ---

- Southern secession		● Student driven discussion	8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4	Which one served as biggest catalyst toward Civil War? *Summative Assessment:* ● Quiz - Short Term and Immediate Causes of the Civil War
Unit 11 ● The Civil War (1861-1866) - Civil War battles - Emancipation Proclamation - Election of 1864 ● Reconstruction in the South - Rise of the KKK - Jim Crow - 13th and 14th Amendments	4 weeks	*For Support:* ● Crash Course Video *For Enhancement:* ● Student choice for project ● Jigsaw Activity	6.1.12.A.4.c 6.1.12.B.4.a 6.1.12.B.4.b 6.1.12.C.4.b 6.1.12.C.4.c 6.1.12.D.4.a 6.1.12.D.4.b 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.D.4.e AMISTAD LQBTQ+ CRP1,2,4,5,6,7,8,9,10,11,12 RH.9-10.1. RH.9-10.3. RH.9-10.4. WHST.9-10.6. 8.1.12.A.2 8.1.12.B.1 8.1.12.C.1 8.1.12.D.4 8.1.12.E.1 8.2.12.B.4 8.2.12.D.4 9.2.12.C.4 9.2.12.C.8	*Formative Assessment:* ● Class discussion - Election of 1860 and Fort Sumter *Summative Assessment:* ● Project - Civil War and Reconstruction Jigsaw Project ● Quarter 4 Benchmark Assessment- Civil War and Reconstruction research project