

# **Honors US History I Curriculum Maps**

**Unit 1 – Beginnings of America (1200 BC-AD 1763)**

**Unit 2 – Forming a New Nation (1763-1787)**

**Unit 3 – Developing a National Identity (1787-1809)**

**Unit 4 – Nationalism Prevails (1809-1820)**

**Unit 5 – Sectional Tension Increases (1820-1846)**

**Unit 6 – A Nation in Crisis (1846-1860)**

**Unit 7 – A Nation Divided (1861-1876)**

**Unit 8 – Modernizing a Nation (1876-1896)**

**Unit of Study: In Our Defense  
(Summer Reading Assignment)**

**Unit of Study: Uncle Tom's Cabin**

<p>Grade: 10<sup>th</sup> Grade  Subject: Honors US  History I</p>	<p><b>Unit 1 – Beginnings of America (1200 BC-AD 1763)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● Unit 1 – Beginnings of America will examine the first transatlantic empire developed and conquered by Spain with its eye on the precious metals throughout Central and South America, as well as from Texas to California. Also, the English struggle for an empire will show the transition from the search for precious metals that led to futile existences at Roanoke &amp; Jamestown to the focus on cultivating cash crops out of the land, such as tobacco, and later, rice and indigo. By 1620, the ostracized Pilgrims and Puritans had intentions of showing their persecutors back in England their model Christian English society. However their shining city on a hill did not promote tolerance, but exclusivity, and colonial dissenters formed new colonies, and in the process American religious pluralism. As England’s leadership continued to shift and change in the 17<sup>th</sup> Century, colonists provided their own defense, law enforcement, and commercial regulations which led to resentment of English rule. When labor in the southern colonies shifted from indentured servitude to African slavery so too did the attitudes towards the acquisition, transport and sale of people as property. Lastly, while English culture and institutions dominated the American colonies other people, like the Dutch in New York, the Germans in Pennsylvania, as well as the Africans in the south, contributed to the initial period the diversity that will make a nation of immigrants.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Analyze the varied cultures that called the Americas home as well as the world and established colonies in the Americas.</li> <li>▪ Analyze the different reasons European nations explored and settled in the Americas, as well as the effects this had on Native Americans.</li> <li>▪ Analyze how England’s colonies developed, both economically and politically, and the strains that began to appear between the colonists and Britain.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How did people arrive on the American continents thousands of years ago and develop flourishing societies?</li> <li>▪ What were the complex societies that existed in North America before European explorers arrived in the early 1500s?</li> <li>▪ How did trade factor into the development of sub-Saharan societies in Africa?</li> <li>▪ How did the Renaissance inspire Europeans to explore the world?</li> <li>▪ What impact did Columbus’s voyages have on the exchange of goods and ideas between Europe and the New World?</li> <li>▪ Where did differing European nations claim their territories and build settlements in America?</li> <li>▪ After multiple failures, how were the English successful at Jamestown, Virginia?</li> <li>▪ How did dissent lead to the founding of other colonies after the Pilgrims began settling New England?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ How did events in England during and after the English Civil War lead to a new wave of colonization south of New England?</li> <li>▪ How did British mercantilist policies and political issues help shape the development of the American colonies?</li> <li>▪ Why did a commerce-based economy develop in the northern colonies, while the southern colonies developed an agricultural economy?</li> <li>▪ How did the Enlightenment and the Great Awakening bring new ways of thinking to the colonists, and develop a unique American culture?</li> <li>▪ How did the French and Indian War establish British dominance in North America even though it put a strain on the relationship with the colonists?</li> </ul>
<b>Content (Subject Matter)</b>	<ul style="list-style-type: none"> <li>▪ American Colonization <ul style="list-style-type: none"> <li>○ Reasons Exploration occurred</li> <li>○ Native Americans</li> <li>○ European Settlements</li> <li>○ English Colonies (New England, Middle &amp; Southern)</li> </ul> </li> </ul>
<b>Standards</b>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 6.1.12.A.1.b—Analyze how gender, property ownership, religion, and legal status affected political rights.</li> <li>▪ 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.</li> <li>▪ 6.1.12.C.1.a—Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</li> <li>▪ 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.</li> <li>▪ 6.1.12.D.1.a—Assess the impact of the interactions and conflicts between native groups and North American settlers.</li> <li>▪ 6.2.12.B.1.b—Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.</li> <li>▪ 6.2.12.C.1.b—Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World’s economy and society.</li> <li>▪ 6.2.12.C.1.c—Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</li> <li>▪ 6.2.12.D.1.a—Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.</li> <li>▪ 6.2.12.D.1.b—Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.</li> </ul>

- 6.2.12.D.1.c—Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
- 6.2.12.D.1.d—Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
- 6.2.12.D.1.e—Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 6.2.12.D.1.f—Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

**Common Core State Standards (History/Social Studies)**

- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.
- 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.
- 09-10.RH.03—Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them.
- 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of history/social studies.
- 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.
- 09-10.RH.07—Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis in print or digital text.
- 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.

- 09-10.WST.01.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.
- 09-10.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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).
- 09-10.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
- 09-10.WST.05—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.
- 09-10.WST.06—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.
- 09-10.WST.07—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.
- 09-10.WST.08—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

	<p>information into the text selectively to maintain the flow of ideas avoiding plagiarism and following a standard format for citation.</p> <ul style="list-style-type: none"> <li>▪ 09-10.WST.09—Draw evidence from informational texts to support analysis reflection and research.</li> <li>▪ 09-10.WST.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.</li> </ul>
<b>Materials/Resources</b>	<p>Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, &amp; Deborah Gray White. Eds. <i>American Anthem</i>. New York: Holt, Rinehart, and Winston, 2009.</p> <ul style="list-style-type: none"> <li>○ Chapter 1 – The World Before 1600</li> <li>○ Chapter 2 – European Colonies in America</li> <li>○ Chapter 3 – Colonial Life</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B. Creativity and Innovation</li> <li>● 8.1. C. Communication and Collaboration</li> <li>● 8.1. D. Digital Citizenship</li> <li>● 8.1. E. Research and Information Literacy</li> <li>● 8.1. F. Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1. A. Nature of Technology: Creativity and Innovation</li> <li>● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1. C Technological Citizenship, Ethics and Society</li> <li>● 8.1. D. Research and Information Fluency</li> <li>● 8.1. E. Communication and Collaboration</li> <li>● 8.1. F. Resources for a Technological World</li> <li>● 8.1. G. The Designed World</li> </ul>
<b>Interdisciplinary Standards</b>	<p><b>Common Core State Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Common Core State Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> </ul>

	<ul style="list-style-type: none"><li>● ICT Literacy</li><li>● Life and Career Skills</li></ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"><li>● Civil Literacy</li><li>● Environmental Literacy</li><li>● Financial, Economic, Business and Entrepreneurial Literacy</li><li>● Global Awareness</li><li>● Health Literacy</li></ul>
<b>Notes</b>	<ul style="list-style-type: none"><li>●</li></ul>

<p><u>Grade:</u> 10<sup>th</sup> Grade  <u>Subject:</u> Honors US History I</p>	<p><b>Unit 2 – Forming a New Nation (1763-1787)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● Unit 2 – Forming a New Nation will trace the discontent British colonists in North America felt as they were saddled with paying the military costs of maintaining the newly expanded British Empire, while preventing them from occupying the territory they had just helped conquer. As discontent turned to total subversion, colonists were left with a difficult choice on the different perspectives of the concept of a traitor. In just a few years subversion became rebellion, but the colonial fight for independence only became successful once aid from Britain’s European enemies, France and Spain, arrived in America. Lastly, while the 2<sup>nd</sup> Continental Congress successfully achieved the free and independent United States of America, creating a frame of government balancing the need for collective action with the inherent sovereignty of each state proved to be a failure.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Analyze the escalating events that led to the outbreak of war between Great Britain and the American colonies.</li> <li>▪ Analyze how the weaknesses of the Articles of Confederation led to the creation of a stronger form of government.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What were the increasingly restrictive laws that angered many American colonists enough to lead to a rebellion against the British?</li> <li>▪ As the conflict between the colonists and British escalated, why did the 2<sup>nd</sup> Continental Congress declare independence?</li> <li>▪ How did the Revolutionary War demonstrate Washington’s exceptional leadership?</li> <li>▪ How did the Continental Army achieve victory?</li> <li>▪ What were the successes and failures of the Articles of Confederation?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ American Revolution <ul style="list-style-type: none"> <li>○ British Policies/Colonial Reactions</li> <li>○ Campaigns &amp; Battles</li> <li>○ Treaty Provisions</li> </ul> </li> <li>▪ Articles of Confederation <ul style="list-style-type: none"> <li>○ Shays’ Rebellion</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 6.1.12.A.1.b—Analyze how gender, property ownership, religion, and legal status affected political rights.</li> <li>▪ 6.1.12.B.1.a—Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.</li> <li>▪ 6.1.12.C.1.a—Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</li> <li>▪ 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.</li> </ul>



- 6.1.12.A.2.a—Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
  - 6.1.12.A.2.b—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 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.d—Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
  - 6.1.12.A.2.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.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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  - 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.
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- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.

	<ul style="list-style-type: none"> <li>▪ 09-10.WST.02.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.</li> <li>▪ 09-10.WST.02.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).</li> <li>▪ 09-10.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.</li> <li>▪ 09-10.WST.05—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.</li> <li>▪ 09-10.WST.06—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.</li> <li>▪ 09-10.WST.07—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.</li> <li>▪ 09-10.WST.08—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.</li> <li>▪ 09-10.WST.09—Draw evidence from informational texts to support analysis reflection and research.</li> <li>▪ 09-10.WST.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.</li> </ul>
<b>Materials/Resources</b>	<p>Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, &amp; Deborah Gray White. Eds. <i>American Anthem</i>. New York: Holt, Rinehart, and Winston, 2009.</p> <ul style="list-style-type: none"> <li>○ Chapter 4 – The Revolutionary Era</li> <li>○ Chapter 5 – Creating a New Government <ul style="list-style-type: none"> <li>▪ Section 1 – The Articles of Confederation.</li> </ul> </li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B. Creativity and Innovation</li> <li>● 8.1. C. Communication and Collaboration</li> <li>● 8.1. D. Digital Citizenship</li> <li>● 8.1. E. Research and Information Literacy</li> <li>● 8.1. F. Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1. A. Nature of Technology: Creativity and Innovation</li> <li>● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1. C Technological Citizenship, Ethics and Society</li> <li>● 8.1. D. Research and Information Fluency</li> </ul>

	<ul style="list-style-type: none"> <li>● 8.1. E. Communication and Collaboration</li> <li>● 8.1. F. Resources for a Technological World</li> <li>● 8.1. G. The Designed World</li> </ul>
<b>Interdisciplinary Standards</b>	<p><b>Common Core State Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Common Core State Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● ICT Literacy</li> <li>● Life and Career Skills</li> </ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>● Civil Literacy</li> <li>● Environmental Literacy</li> <li>● Financial, Economic, Business and Entrepreneurial Literacy</li> <li>● Global Awareness</li> <li>● Health Literacy</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>●</li> </ul>

<p><u>Grade:</u> 10<sup>th</sup> Grade  <u>Subject:</u> Honors US History I</p>	<p><b>Unit 3 – Developing a National Identity (1787-1809)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● Unit 3 – Developing a National Identity will take a look at the creation of a flexible Constitution that was a product of the framers’ willingness to be pragmatists rather than ideologues. The genesis of the American frame of government was one identified by the compromises entered into by slave and free, large and small, commercial and agricultural interests which established a model for dealing with divisive issues. In its first test of its flexible nature the paranoia regarding government’s willingness to intrude into people’s affairs resulted in another compromise for ratification that amended the Constitution ten times. This ensured that Virginians, New Yorkers and Rhode Islanders had assurances of their citizenship rights, not only as members of their states, but as Americans. As the first expression of this new frame of government the Washington Administration was defined by Alexander Hamilton whose grasp of modern economics used debt as an asset at the service of the government, created institutional sources of capital and used the power of the government to promote economic development. However, Hamilton’s strong ideas led to opposition from Thomas Jefferson. This disagreement laid the groundwork for today’s polarized political world that proved that political parties were, and still are, a natural product of government.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Analyze how the weaknesses of the Articles of Confederation led to the creation of a stronger form of government.</li> <li>▪ Analyze the formation of the U. S. government and the events that led to the creation of rival political parties.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What were the compromises that needed to be struck to create the US Constitution?</li> <li>▪ Why was there a struggle over ratification?</li> <li>▪ How did Washington and his cabinet try to solve the young nation’s problems</li> <li>▪ What actions did the young nation take in order to remain neutral when war broke out in Europe while also dealing with conflicts with Native Americans in the Northwest Territory in the 1790s?</li> <li>▪ How did the rise of political parties influence the election of 1800 and Thomas Jefferson’s presidency?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Constitutional Convention <ul style="list-style-type: none"> <li>○ Compromises</li> <li>○ Ratification</li> </ul> </li> <li>▪ Washington Administration <ul style="list-style-type: none"> <li>○ Hamilton’s Financial Plan</li> </ul> </li> <li>▪ First Political Party System <ul style="list-style-type: none"> <li>○ Hamilton’s Federalists</li> <li>○ Jefferson’s Democratic-Republicans</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p>

- 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.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.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.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.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.
- Common Core State Standards (History/Social Studies)**
- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.
  - 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.

- 09-10.RH.03—Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them.
- 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of history/social studies.
- 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.
- 09-10.RH.07—Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis in print or digital text.
- 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 09-10.WST.02.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.
- 09-10.WST.02.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.

	<ul style="list-style-type: none"> <li>▪ 09-10.WST.02.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.</li> <li>▪ 09-10.WST.02.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.</li> <li>▪ 09-10.WST.02.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.</li> <li>▪ 09-10.WST.02.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).</li> <li>▪ 09-10.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.</li> <li>▪ 09-10.WST.05—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.</li> <li>▪ 09-10.WST.06—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.</li> <li>▪ 09-10.WST.07—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.</li> <li>▪ 09-10.WST.08—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.</li> <li>▪ 09-10.WST.09—Draw evidence from informational texts to support analysis reflection and research.</li> <li>▪ 09-10.WST.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.</li> </ul>
<p><b>Materials/Resources</b></p>	<ul style="list-style-type: none"> <li>● Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, &amp; Deborah Gray White. Eds. <i>American Anthem</i>. New York: Holt, Rinehart, and Winston, 2009. <ul style="list-style-type: none"> <li>○ Chapter 5 – Creating a New Government <ul style="list-style-type: none"> <li>▪ Section 2 – Drafting the Constitution</li> <li>▪ Section 3 – Ratifying the Constitution</li> </ul> </li> <li>○ Chapter 6 – Forging the New Republic <ul style="list-style-type: none"> <li>▪ Section 1 – Washington Becomes President</li> <li>▪ Section 2 – Challenges of the 1790s</li> </ul> </li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>▪ Section 3 – Jefferson’s Presidency</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B. Creativity and Innovation</li> <li>● 8.1. C. Communication and Collaboration</li> <li>● 8.1. D. Digital Citizenship</li> <li>● 8.1. E. Research and Information Literacy</li> <li>● 8.1. F. Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1. A. Nature of Technology: Creativity and Innovation</li> <li>● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1. C Technological Citizenship, Ethics and Society</li> <li>● 8.1. D. Research and Information Fluency</li> <li>● 8.1. E. Communication and Collaboration</li> <li>● 8.1. F. Resources for a Technological World</li> <li>● 8.1. G. The Designed World</li> </ul>
<b>Interdisciplinary Standards</b>	<p><b>Common Core State Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Common Core State Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● ICT Literacy</li> <li>● Life and Career Skills</li> </ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>● Civil Literacy</li> <li>● Environmental Literacy</li> <li>● Financial, Economic, Business and Entrepreneurial Literacy</li> <li>● Global Awareness</li> <li>● Health Literacy</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>●</li> </ul>

<p><u>Grade:</u> 10<sup>th</sup> Grade  <u>Subject:</u> Honors US History I</p>	<p><b>Unit 4 – Nationalism Prevails (1809-1820)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● Unit 4 – Nationalism Prevails will explore the War of 1812, which was unpopular in New England, where merchants and shippers who relied on business with Britain saw disaster, while <b>it is</b> was wildly popular in the West, where folks saw an opportunity to acquire Canada and to end British support for Native American raids. Neither view proved accurate, as military stalemate led to a treaty that essentially restored the status quo. By 1815 New Englanders, westerners, and southerners all understood themselves to be Americans, feeling confident about itself and its culture. During the brief era of good feelings, white Americans reached consensus on foreign policy, internal development and expansion, and slavery.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Analyze the issues that led to another conflict with Great Britain.</li> <li>▪ Analyze how such issues as slavery, economic policy, and states’ rights shaped the nation after the War of 1812.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How did America end up in another war with Great Britain?</li> <li>▪ How did America stop the Native Americans’ attempts to resist settlers on their lands</li> <li>▪ How did nationalism contribute to the growth of American culture?</li> <li>▪ How did nationalism influence domestic and foreign policies?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ British Impressment <ul style="list-style-type: none"> <li>○ Chesapeake-Leopard Affair</li> <li>○ Embargo Act</li> </ul> </li> <li>▪ War of 1812 <ul style="list-style-type: none"> <li>○ Battle of Tippecanoe</li> <li>○ Battle of Lake Erie</li> <li>○ Battle of the Thames</li> <li>○ Battle of Washington</li> <li>○ Battle of Baltimore</li> <li>○ Battle of New Orleans</li> </ul> </li> <li>▪ Era of Good Feelings <ul style="list-style-type: none"> <li>○ Nationalism</li> <li>○ Marshall’s Supreme Court Decisions</li> <li>○ The American System</li> <li>○ Rush-Bagot Treaty</li> <li>○ Adams-Onís Treaty</li> <li>○ Monroe Doctrine</li> <li>○ Missouri Compromise</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 6.1.12.A.3.a—Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</li> <li>▪ 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</li> </ul>

Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

- 6.1.12.A.3.c—Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.3.d—Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.3.g—Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.B.3.a—Assess the impact of Western settlement on the expansion of United States political boundaries.
- 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.e—Determine the impact of religious and social movements on the development of American culture, literature, and art.

**Common Core State Standards (History/Social Studies)**

- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.
- 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.
- 09-10.RH.03—Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them.
- 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of history/social studies.
- 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.
- 09-10.RH.07—Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis in print or digital text.

- 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.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.
- 09-10.WST.01.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.
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- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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).
- 09-10.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.

	<ul style="list-style-type: none"> <li>▪ 09-10.WST.05—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.</li> <li>▪ 09-10.WST.06—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.</li> <li>▪ 09-10.WST.07—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.</li> <li>▪ 09-10.WST.08—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.</li> <li>▪ 09-10.WST.09—Draw evidence from informational texts to support analysis reflection and research.</li> <li>▪ 09-10.WST.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.</li> </ul>
<b>Materials/Resources</b>	<p>Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, &amp; Deborah Gray White. Eds. <i>American Anthem</i>. New York: Holt, Rinehart, and Winston, 2009.</p> <ul style="list-style-type: none"> <li>○ Chapter 6 – Forging the New Republic <ul style="list-style-type: none"> <li>▪ Section 4 – The War of 1812</li> </ul> </li> <li>○ Chapter 7 – From Nationalism to Sectionalism <ul style="list-style-type: none"> <li>▪ Section 1 – The Rise of Nationalism.</li> </ul> </li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B. Creativity and Innovation</li> <li>● 8.1. C. Communication and Collaboration</li> <li>● 8.1. D. Digital Citizenship</li> <li>● 8.1. E. Research and Information Literacy</li> <li>● 8.1. F. Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1. A. Nature of Technology: Creativity and Innovation</li> <li>● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1. C Technological Citizenship, Ethics and Society</li> <li>● 8.1. D. Research and Information Fluency</li> <li>● 8.1. E. Communication and Collaboration</li> <li>● 8.1. F. Resources for a Technological World</li> <li>● 8.1. G. The Designed World</li> </ul>
<b>Interdisciplinary Standards</b>	<p><b>Common Core State Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</li> </ul>

	<p>independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <ul style="list-style-type: none"> <li>● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Common Core State Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● ICT Literacy</li> <li>● Life and Career Skills</li> </ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>● Civil Literacy</li> <li>● Environmental Literacy</li> <li>● Financial, Economic, Business and Entrepreneurial Literacy</li> <li>● Global Awareness</li> <li>● Health Literacy</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>●</li> </ul>

<p><u>Grade:</u> 10<sup>th</sup> Grade  <u>Subject:</u> Honors US History I</p>	<p><b>Unit 5 – Sectional Tension Increases (1820-1846)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● Unit 5 – Sectional Tension Increases examines the end of the Era of Good Feelings and the development of the Second Political Party System. After the controversial presidential election of 1824 the Age of Jackson was ushered in with the expansion of political power for some and the contraction of rights for others. The same leader who championed the rights of the common man, cruelly denied Native Americans their rights to their land, government, and families, and sent them marching westward defined this time filled of profound contradictions. Tariff and bank controversies left even Jackson on differing sides of the issue of state versus federal power. Meanwhile, Samuel Slater smuggled plans for a water-powered machine to America and set off the Industrial Revolution in the north that splintered into transportation and communication revolutions. Similarly, one new idea transformed the south, but in a different direction. Eli Whitney’s cotton gin created a new staple in the lower south and preserved the southern dependence on slavery. As sections of the nations divided, certain issues united Americans, sometimes for the common good, sometimes not. The religious revival called the Second Great Awakening convinced people that they controlled their own destinies and could perfect their society, improve education, promote temperance, and achieve prison reform. Some reformers sought to improve conditions in prisons, factories, and the increasingly crowded cities. Other reformers worked to extend women’s rights and to end slavery in the United States, the reformers changed the face of America. Meanwhile, others united to oppose a wave of immigration.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Analyze the Age of Jackson and its impact on America.</li> <li>▪ Analyze how the Second Great Awakening started a period of great social reform and how this changed the face of America.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How did President Andrew Jackson’s bold actions define a period of American history?</li> <li>▪ How did the nation begin to develop sectional economies?</li> <li>▪ How did a revival in religion in the early 1800s help lead to an era of reform?</li> <li>▪ What impact did the wave of Irish and German immigrants entering the United States have during the period of urbanization and reform?</li> <li>▪ How did leaders of reform movements help others?</li> <li>▪ How did the movement to end slavery dominate the Reform Era?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Age of Jackson <ul style="list-style-type: none"> <li>○ Indian Removal</li> <li>○ National Bank Veto</li> <li>○ Nullification Crisis</li> </ul> </li> <li>▪ Industrial Revolution</li> <li>▪ Transportation Revolution</li> <li>▪ Communication Revolution</li> </ul>

	<ul style="list-style-type: none"> <li>▪ King Cotton</li> <li>▪ Reform Era <ul style="list-style-type: none"> <li>○ Second Great Awakening</li> <li>○ Temperance Movement</li> <li>○ Education Reform</li> <li>○ Prison Reform</li> <li>○ Transcendentalist Movement</li> <li>○ Utopian Movement</li> <li>○ Women’s Rights Movement</li> <li>○ Abolition Movement</li> </ul> </li> <li>▪ Immigration <ul style="list-style-type: none"> <li>○ Irish Immigration</li> <li>○ German Immigration</li> </ul> </li> </ul>
Standards	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 6.1.12.A.3.a—Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</li> <li>▪ 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.</li> <li>▪ 6.1.12.A.3.e—Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 6.1.12.A.3.h—Analyze the various rationales provided as a justification for slavery.</li> <li>▪ 6.1.12.A.3.i—Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 6.1.12.D.3.a—Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</li> <li>▪ 6.1.12.D.3.b—Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</li> <li>▪ 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).</li> </ul>



- 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.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.

**Common Core State Standards (History/Social Studies)**

- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.
- 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.
- 09-10.RH.03—Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them.
- 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of history/social studies.
- 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.
- 09-10.RH.07—Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis in print or digital text.
- 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.

- 09-10.WST.01.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.
- 09-10.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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).
- 09-10.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.
- 09-10.WST.05—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.
- 09-10.WST.06—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.
- 09-10.WST.07—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.
- 09-10.WST.08—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.

	<ul style="list-style-type: none"> <li>▪ 09-10.WST.09—Draw evidence from informational texts to support analysis reflection and research.</li> <li>▪ 09-10.WST.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.</li> </ul>
<b>Materials/Resources</b>	<p>Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, &amp; Deborah Gray White. Eds. <i>American Anthem</i>. New York: Holt, Rinehart, and Winston, 2009.</p> <ul style="list-style-type: none"> <li>○ Chapter 7 – From Nationalism to Sectionalism <ul style="list-style-type: none"> <li>▪ Section 2 – The Age of Jackson</li> <li>▪ Section 3 – The Industrial North</li> <li>▪ Section 4 – The Land of Cotton</li> </ul> </li> <li>○ Chapter 8 – A Push for Reform.</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B. Creativity and Innovation</li> <li>● 8.1. C. Communication and Collaboration</li> <li>● 8.1. D. Digital Citizenship</li> <li>● 8.1. E. Research and Information Literacy</li> <li>● 8.1. F. Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1. A. Nature of Technology: Creativity and Innovation</li> <li>● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1. C Technological Citizenship, Ethics and Society</li> <li>● 8.1. D. Research and Information Fluency</li> <li>● 8.1. E. Communication and Collaboration</li> <li>● 8.1. F. Resources for a Technological World</li> <li>● 8.1. G. The Designed World</li> </ul>
<b>Interdisciplinary Standards</b>	<p><b>Common Core State Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Common Core State Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> </ul>

	<ul style="list-style-type: none"><li>● ICT Literacy</li><li>● Life and Career Skills</li></ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"><li>● Civil Literacy</li><li>● Environmental Literacy</li><li>● Financial, Economic, Business and Entrepreneurial Literacy</li><li>● Global Awareness</li><li>● Health Literacy</li></ul>
<b>Notes</b>	<ul style="list-style-type: none"><li>●</li></ul>

<p><u>Grade:</u> 10<sup>th</sup> Grade  <u>Subject:</u> Honors US History I</p>	<p><b>Unit 6 – A Nation in Crisis (1846-1860)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● Unit 6 – A Nation in Crisis explores how expansion led to conflict for America. People went west for gold, religious freedom, and good farmland. They possessed a belief that settling the lands from the Atlantic to the Pacific was America’s destiny. Between 1830 and 1860 Americans by the thousands migrated westward into the frontier wilderness. In 1846, souring relations led to war between Mexico and the United States, and the outcome redefined America’s borders. However, this new land created more questions than answers. Would the new land have slaves or be free? Congressional attempts to settle this question only triggered greater division. By 1860 the nation had split along sectional lines—North and South—and hostile camps took steps that would lead to war.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Analyze the ideas that led thousands of Americans westward and how this expansion led to conflict with Mexico.</li> <li>▪ Analyze how rising tensions over the issue of slavery led to a split in the nation and culminated in war.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ For what reasons did Americans follow trails to the West in the 1840s &amp; 1850s?</li> <li>▪ Why did American settlers in Texas revolt against the Mexican government and create the independent Republic of Texas?</li> <li>▪ For what reasons did the United States declare war on Mexico soon after annexing Texas?</li> <li>▪ How did the federal government attempt to forge policies to satisfy both the North and the South in the 1850s</li> <li>▪ How did rising tensions over slavery expand from political rhetoric into outright violence?</li> <li>▪ How did Abraham Lincoln gain national prominence in the late 1850s and become president?</li> <li>▪ Why did Abraham Lincoln’s election in 1860 lead to the secession of the southern states?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Westward Migration <ul style="list-style-type: none"> <li>○ Oregon Trail</li> <li>○ Santa Fe Trail</li> <li>○ Mormon Trail</li> <li>○ California Gold Rush</li> </ul> </li> <li>▪ Texas War for Independence</li> <li>▪ Mexican-American War</li> <li>▪ Sectional Compromises <ul style="list-style-type: none"> <li>○ Compromise of 1850</li> <li>○ Kansas-Nebraska Act</li> </ul> </li> <li>▪ <i>Uncle Tom’s Cabin</i></li> <li>▪ Formation of the Republican Party</li> <li>▪ Bleeding Kansas</li> </ul>

	<ul style="list-style-type: none"> <li>▪ <i>Dred Scott Decision</i></li> <li>▪ Lincoln-Douglas Debates</li> <li>▪ Secession</li> </ul>
<p><b>Standards</b></p>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 6.1.12.A.3.a—Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</li> <li>▪ 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.</li> <li>▪ 6.1.12.A.3.c—Assess the role of geopolitics in the development of American foreign relations during this period.</li> <li>▪ 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.</li> <li>▪ 6.1.12.A.3.h—Analyze the various rationales provided as a justification for slavery.</li> <li>▪ 6.1.12.B.3.a—Assess the impact of Western settlement on the expansion of United States political boundaries.</li> <li>▪ 6.1.12.D.3.a—Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</li> <li>▪ 6.1.12.D.3.b—Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.</li> <li>▪ 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).</li> <li>▪ 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.</li> </ul> <p><b>Common Core State Standards (History/Social Studies)</b></p> <ul style="list-style-type: none"> <li>▪ 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.</li> <li>▪ 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>▪ 09-10.RH.03—Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them.</li> <li>▪ 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of history/social studies.</li> <li>▪ 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> </ul>

- 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.
- 09-10.RH.07—Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis in print or digital text.
- 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.

	<ul style="list-style-type: none"> <li>▪ 09-10.WST.02.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).</li> <li>▪ 09-10.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.</li> <li>▪ 09-10.WST.05—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.</li> <li>▪ 09-10.WST.06—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.</li> <li>▪ 09-10.WST.07—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.</li> <li>▪ 09-10.WST.08—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.</li> <li>▪ 09-10.WST.09—Draw evidence from informational texts to support analysis reflection and research.</li> <li>▪ 09-10.WST.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.</li> </ul>
<b>Materials/Resources</b>	<p>Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, &amp; Deborah Gray White. Eds. <i>American Anthem</i>. New York: Holt, Rinehart, and Winston, 2009.</p> <ul style="list-style-type: none"> <li>○ Chapter 9 – Expansion Leads to Conflict</li> <li>○ Chapter 10 – The Nation Splits Apart</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B. Creativity and Innovation</li> <li>● 8.1. C. Communication and Collaboration</li> <li>● 8.1. D. Digital Citizenship</li> <li>● 8.1. E. Research and Information Literacy</li> <li>● 8.1. F. Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1. A. Nature of Technology: Creativity and Innovation</li> <li>● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1. C Technological Citizenship, Ethics and Society</li> <li>● 8.1. D. Research and Information Fluency</li> <li>● 8.1. E. Communication and Collaboration</li> <li>● 8.1. F. Resources for a Technological World</li> <li>● 8.1. G. The Designed World</li> </ul>



<b>Interdisciplinary Standards</b>	<p><b>Common Core State Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Common Core State Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● ICT Literacy</li> <li>● Life and Career Skills</li> </ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>● Civil Literacy</li> <li>● Environmental Literacy</li> <li>● Financial, Economic, Business and Entrepreneurial Literacy</li> <li>● Global Awareness</li> <li>● Health Literacy</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>●</li> </ul>

<p><u>Grade:</u> 10<sup>th</sup> Grade  <u>Subject:</u> Honors US History I</p>	<p><b>Unit 7 – A Nation Divided (1861-1876)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● Unit 7 – A Nation Divided will examine the nationwide Civil War that used new technologies and strategies, while soldiers were often ill equipped, underfed, and poorly trained. The conflict resulted in freedom for some 4 million enslaved people and the preservation of a nation. The costs were staggering—more than 600,000 lives lost and about \$5 billion in property damaged or destroyed. Following the war, Congress implemented a plan to reconstruct the South. Despite landmark constitutional amendments and the presence of federal troops, gains for southern African Americans were limited. After 12 years, and in response to fierce resistance from many white southerners, the federal government declared Reconstruction over.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Analyze the technologies and strategies used to fight the Civil War, the soldiers who fought, and the effects the war had on the nation.</li> <li>▪ Analyze the effects that Reconstruction had on the nation.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ By what methods did the North &amp; South prepare for war after Fort Sumter?</li> <li>▪ How did the first two years of widespread fighting develop during the Civil War?</li> <li>▪ What were the hardships, challenges, and opportunities created for the people of the North and the South during the Civil War?</li> <li>▪ What important changes occurred during the fighting in all sections of the country as well as at sea?</li> <li>▪ How did military and political events cause the Southerners’ continued hope for victory in 1864 to fade?</li> <li>▪ What were the many differing ideas northern leaders had to deal with the many issues and challenges of restoring the southern states to the Union?</li> <li>▪ How did Congress shape Reconstruction once the new, radical branch of the Republican Party emerged?</li> <li>▪ How did Republican Reconstruction impact life in the South?</li> <li>▪ What led to the end of Reconstruction?</li> <li>▪ What was Reconstruction’s legacy?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Civil War <ul style="list-style-type: none"> <li>○ Emancipation Proclamation</li> <li>○ Gettysburg Address</li> <li>○ 13<sup>th</sup> Amendment</li> </ul> </li> <li>▪ Reconstruction <ul style="list-style-type: none"> <li>○ Presidential Reconstruction</li> <li>○ Congressional Reconstruction</li> <li>○ Election of 1876</li> </ul> </li> </ul>
<p><b>Standards</b></p>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul>

- 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.B.4.a—Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.
- 6.1.12.B.4.b—Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.C.4.a—Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.C.4.b—Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.C.4.c—Explain why the Civil War was more costly to America than previous conflicts were.
- 6.1.12.D.4.a—Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b—Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people’s lives and work.
- 6.1.12.D.4.c—Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.D.4.d—Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.D.4.e—Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

**Common Core State Standards (History/Social Studies)**

- 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.
- 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.
- 09-10.RH.03—Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them.
- 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of history/social studies.
- 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

- 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.
- 09-10.RH.07—Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis in print or digital text.
- 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
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- 09-10.WST.02.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.
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	<ul style="list-style-type: none"> <li>▪ 09-10.WST.02.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).</li> <li>▪ 09-10.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.</li> <li>▪ 09-10.WST.05—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.</li> <li>▪ 09-10.WST.06—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.</li> <li>▪ 09-10.WST.07—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.</li> <li>▪ 09-10.WST.08—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.</li> <li>▪ 09-10.WST.09—Draw evidence from informational texts to support analysis reflection and research.</li> <li>▪ 09-10.WST.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.</li> </ul>
<b>Materials/Resources</b>	<p>Ayers, Edward, Robert D. Schulzinger, Jesús de la Teja, &amp; Deborah Gray White. Eds. <i>American Anthem</i>. New York: Holt, Rinehart, and Winston, 2009.</p> <ul style="list-style-type: none"> <li>○ Chapter 11 – The Civil War</li> <li>○ Chapter 12 – Reconstruction</li> </ul>
<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B. Creativity and Innovation</li> <li>● 8.1. C. Communication and Collaboration</li> <li>● 8.1. D. Digital Citizenship</li> <li>● 8.1. E. Research and Information Literacy</li> <li>● 8.1. F. Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1. A. Nature of Technology: Creativity and Innovation</li> <li>● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1. C Technological Citizenship, Ethics and Society</li> <li>● 8.1. D. Research and Information Fluency</li> <li>● 8.1. E. Communication and Collaboration</li> <li>● 8.1. F. Resources for a Technological World</li> <li>● 8.1. G. The Designed World</li> </ul>

<b>Interdisciplinary Standards</b>	<p><b>Common Core State Standards (ELA)</b></p> <ul style="list-style-type: none"> <li>● CCRA.L.6—Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</li> <li>● CCRA.SL.1—Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on other’s ideas and expressing their own clearly and persuasively.</li> </ul> <p><b>Common Core State Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● ICT Literacy</li> <li>● Life and Career Skills</li> </ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>● Civil Literacy</li> <li>● Environmental Literacy</li> <li>● Financial, Economic, Business and Entrepreneurial Literacy</li> <li>● Global Awareness</li> <li>● Health Literacy</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>●</li> </ul>

<p><u>Grade:</u> 10<sup>th</sup> Grade  <u>Subject:</u> Honors US History I</p>	<p><b>Unit 8 – Modernizing a Nation (1876-1896)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● Unit 8 – Modernizing a Nation explores the settlement of the American West at the expense of the Native Americans who had been previously relocated to vastly diminished homelands and now were being eliminated by military battles. Immigrants, African Americans, and white Americans eagerly moved into the new frontier to mine, ranch, and establish farms. Students will see how new technologies and perseverance helped them survive in the new landscape. Meanwhile, the growth of the railroad industry fueled the Second Industrial Revolution, making America the world manufacturing leaders. Demand for rails and railroad cars spurred expansion in coal mining and steel manufacturing, improved communications and transportation connected distant markets—across the nation and the world. As waves of immigrants came from Southern and Eastern Europe, settling in the cities and living and working in squalid conditions, government at all levels was plagued by corruption. Discrimination was a daily reality of African, Asian, and Native Americans.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Analyze the expansion of the United States into the West and the effects this movement had on Native Americans and the various Americans who settled there.</li> <li>▪ Explain the causes of the Second Industrial Revolution and the effects it had on American businesses and people.</li> <li>▪ Analyze life at the turn of the century for Americans, including the hardships and discrimination that many faced.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ In what ways did the Native Americans fight the movement of settlers westward?</li> <li>▪ How did the U. S. military and the persistence of American settlers prove too strong for Native Americans to resist?</li> <li>▪ How did the mining and cattle booms develop fortunes for people in the American West?</li> <li>▪ In what ways did the government promote the settlement of the west?</li> <li>▪ How did new technology during the late 1800s lead to rapid industrial growth and the expansion of railroads?</li> <li>▪ How did some corporations run by dominant individuals become dominant forces in the American economy?</li> <li>▪ How did unions and labor strikes come about at the end of the 19<sup>th</sup> Century?</li> <li>▪ What were the important innovations in transportation and communication that occurred during the Second Industrial Revolution?</li> <li>▪ Who were the new wave of immigrants that came to the United States in the late 1800s, settling in cities, and troubling some native-born Americans?</li> <li>▪ What were the different conditions of the upper, middle and lower classes who lived in the cities in the late 1800s?</li> <li>▪ How did reformers begin to fight for changes to make government more honest as political corruption became more common the late 1800s?</li> </ul>

	<ul style="list-style-type: none"> <li>▪ What major changes were taking place at the turn of the 20<sup>th</sup> Century?</li> <li>▪ What major changes were needed at the turn of the 20<sup>th</sup> Century?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ American West <ul style="list-style-type: none"> <li>○ Indian Wars</li> <li>○ Mining Frontier</li> <li>○ Ranching Frontier</li> <li>○ Farming Frontier</li> </ul> </li> <li>▪ Second Industrial Revolution <ul style="list-style-type: none"> <li>○ American Steel</li> <li>○ American Oil</li> <li>○ American Railroads</li> <li>○ American Labor</li> </ul> </li> <li>▪ Immigration</li> <li>▪ Urbanization</li> <li>▪ Gilded Age</li> </ul>
<p><b>Standards</b></p>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 6.1.12.A.5.a—Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ 6.1.12.B.5.b—Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</li> <li>▪ 6.1.12.C.5.a—Analyze the economic practices of various business organizations (i.e., corporations and monopolies) regarding the production and marketing of goods, and explain the positive or negative impact of these practices on the nation and on individuals.</li> <li>▪ 6.1.12.C.5.b—Compare and contrast economic development of the North, South, and West in the post-Civil War period.</li> <li>▪ 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.</li> <li>▪ 6.1.12.D.5.a—Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.</li> <li>▪ 6.1.12.D.5.b—Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</li> <li>▪ 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.</li> </ul>



- 6.1.12.D.5.d—Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
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<b>Technology Standards</b>	<ul style="list-style-type: none"> <li>● 8.1.A Technology Operations and Concepts</li> <li>● 8.1.B. Creativity and Innovation</li> <li>● 8.1. C. Communication and Collaboration</li> <li>● 8.1. D. Digital Citizenship</li> <li>● 8.1. E. Research and Information Literacy</li> <li>● 8.1. F. Critical Thinking, Problem Solving, and Decision Making</li> <li>● 8.1. A. Nature of Technology: Creativity and Innovation</li> <li>● 8.1. B. Design: Critical Thinking, Problem Solving and Decision Making</li> <li>● 8.1. C Technological Citizenship, Ethics and Society</li> <li>● 8.1. D. Research and Information Fluency</li> <li>● 8.1. E. Communication and Collaboration</li> <li>● 8.1. F. Resources for a Technological World</li> <li>● 8.1. G. The Designed World</li> </ul>
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**Notes**

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<p>Grade: 10<sup>th</sup> Grade Subject: Honors US History I</p>	<p><b>Unit of Study: In Our Defense (Summer Reading Assignment)</b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● <i>In Our Defense</i> allows students to examine contemporary relevance of the Bill of Rights, the role of an independent judiciary and effective citizenship. Also, students will investigate the origins of the civil liberties and trace the inclusion of those ideas in the new nation.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Investigate contemporary applications of the Bill of Rights.</li> <li>▪ Research the boundaries of the protections for citizens who challenged the rule of law.</li> <li>▪ Trace the origins of the civil liberties in the Bill of Rights.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ What are the limitations of civil liberties for citizens?</li> <li>▪ What are the origins of the civil liberties in the Bill of Rights?</li> <li>▪ What are the contemporary applications of the civil liberties of the Bill of Rights?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Bill of Rights</li> <li>▪ Civil Liberties</li> </ul>
<p><b>Standards</b></p>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul> <p><b>Common Core State Standards (History/Social Studies)</b></p> <ul style="list-style-type: none"> <li>▪ 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.</li> <li>▪ 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>▪ 09-10.RH.03—Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them.</li> <li>▪ 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of history/social studies.</li> <li>▪ 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</li> <li>▪ 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.</li> <li>▪ 09-10.RH.07—Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis in print or digital text.</li> </ul>

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<b>Materials/Resources</b>	Alderman, Ellen and Caroline Kennedy. <i>In Our Defense</i> . Perennial: New York, NY, 2002.
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	<p><b>Common Core State Standards (Writing)</b></p> <ul style="list-style-type: none"> <li>● WHST.11-12.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>● WHST.9-10.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>	<ul style="list-style-type: none"> <li>● Creativity and Innovation</li> <li>● Critical Thinking and Problem Solving</li> <li>● Communication and Collaboration</li> <li>● Information Literacy</li> <li>● Media Literacy</li> <li>● ICT Literacy</li> <li>● Life and Career Skills</li> </ul>
<b>21<sup>st</sup> Century Themes</b>	<ul style="list-style-type: none"> <li>● Civil Literacy</li> <li>● Environmental Literacy</li> <li>● Financial, Economic, Business and Entrepreneurial Literacy</li> <li>● Global Awareness</li> <li>● Health Literacy</li> </ul>
<b>Notes</b>	<ul style="list-style-type: none"> <li>●</li> </ul>



<p><u>Grade:</u> 10<sup>th</sup> Grade  <u>Subject:</u> Honors US History I</p>	<p><b><u>Unit of Study: Uncle Tom’s Cabin</u></b></p>
<p><b>Big Idea/Rationale</b></p>	<ul style="list-style-type: none"> <li>● <i>Uncle Tom’s Cabin</i> provides perspective for the abolitionist arguments that refute slavery apologists during the antebellum era, in addition to analyzing the effect of literature on political, social and economic policy issues.</li> </ul>
<p><b>Enduring Understandings</b></p>	<ul style="list-style-type: none"> <li>▪ Investigate Stowe’s arguments to refute slavery apologists.</li> <li>▪ Examine primary source documentation of the stories Harriet Beecher Stowe used.</li> <li>▪ Evaluate the impact of a novel in a literate age diffusing information nationwide.</li> </ul>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ How are the characters crafted to made abolitionist arguments?</li> <li>▪ How can one distinguish between fact and fiction in Harriet Beecher Stowe’s research?</li> <li>▪ What impact has literature had on policy in American history?</li> <li>▪ How did Stowe’s story elevate abolitionist the argument?</li> <li>▪ How did regional differences lead to separate conclusions about the novel?</li> </ul>
<p><b>Content (Subject Matter)</b></p>	<ul style="list-style-type: none"> <li>▪ Mid-19th Century American Slavery</li> <li>▪ Fugitive Slave Act</li> <li>▪ Abolitionist Movement</li> </ul>
<p><b>Standards</b></p>	<p><b>New Jersey Student Learning Standards for Social Studies</b></p> <ul style="list-style-type: none"> <li>▪ 6.1.12.A.3.h—Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</li> <li>▪ 6.1.12.D.3.d—Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</li> <li>▪ 6.1.12.D.3.e—Determine the impact of religious and social movements on the development of American culture, literature, and art.</li> <li>▪ 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.</li> </ul> <p><b>Common Core State Standards (History/Social Studies)</b></p> <ul style="list-style-type: none"> <li>▪ 09-10.RH.01—Cite specific textual evidence to support analysis of primary and secondary sources attending to such features as the date and origin of the information.</li> <li>▪ 09-10.RH.02—Determine the central ideas or information of a primary or secondary source provide an accurate summary of how key events or ideas develop over the course of the text.</li> <li>▪ 09-10.RH.03—Analyze in detail a series of events described in a text determine whether earlier events caused later ones or simply preceded them.</li> <li>▪ 09-10.RH.04—Determine the meaning of words and phrases as they are used in a text including vocabulary describing political social or economic aspects of history/social studies.</li> </ul>

- 09-10.RH.05—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 09-10.RH.06—Compare the point of view of two or more authors for how they treat the same or similar topics including which details they include and emphasize in their respective accounts.
- 09-10.RH.07—Integrate quantitative or technical analysis (e.g. charts research data) with qualitative analysis in print or digital text.
- 09-10.RH.08—Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- 09-10.RH.09—Compare and contrast treatments of the same topic in several primary and secondary sources.
- 09-10.RH.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.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.
- 09-10.WST.01.E—Provide a concluding statement or section that follows from or supports the argument presented.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.
- 09-10.WST.02.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.

	<ul style="list-style-type: none"> <li>▪ 09-10.WST.02.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.</li> <li>▪ 09-10.WST.02.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).</li> <li>▪ 09-10.WST.04—Produce clear and coherent writing in which the development organization and style are appropriate to task purpose and audience.</li> <li>▪ 09-10.WST.05—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.</li> <li>▪ 09-10.WST.06—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.</li> <li>▪ 09-10.WST.07—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.</li> <li>▪ 09-10.WST.08—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.</li> <li>▪ 09-10.WST.09—Draw evidence from informational texts to support analysis reflection and research.</li> <li>▪ 09-10.WST.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.</li> </ul>
<b>Materials/Resources</b>	Stowe, Harriet Beecher. <i>Uncle Tom's Cabin</i> . Dover Publications: New York, NY, 2005.
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