

COURSE OF STUDY GUIDE

LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: United States History I

DEPARTMENT: Social Studies DATE REVISED: 2014

GRADE: 10

I. COURSE ORGANIZATION

Length: full year

Credits: 5

Periods Per Week: _____

Weighted: _____

Prerequisite: World Cultures

II. COURSE DESCRIPTION

The United States (College Bound) is a comprehensive analysis of American history from the time of Paleo-Indian cultures to late nineteenth century immigration and industrialization.

III. COURSE MISSION

The purpose of the course of study, which is true of all social science courses, is for the learner to develop a greater understanding and appreciation for what it means to be human, and to reflect on the shared experiences, both good and bad, that define our national identity. All of which is in accordance with the New Jersey State Core Curriculum Content Standards and the Common Core Standards.

IV. DEPARTMENT MISSION

The mission of the Social Studies Department is to foster an appreciation for the social sciences and to teach our students how to become critical thinkers, effective communicators, and good citizens of this democratic republic.

VI. COURSE BENCHMARKS

Throughout the year four common benchmarks will be administered in each USI class. The benchmarks will assess the skill of argumentative writing and will be graded using the Social Studies Rubric for Writing. Please see the assignments located at the end of each quarter in the chart below.

V. CONTENT/SUGGESTED INSTRUCTIONAL TIME

Content Pacing Guide & Standards

First Marking Period: 1492-1783 Colonial and Revolutionary America

Unit I: Early Colonization 1492-1607		
<p>Content</p> <p>Chapter 1 sections 1-5 Chapter 2 section 1 <i>Peopling the Americas</i> <i>North American societies about 1492</i> <i>West African societies about 1492</i> <i>European societies about 1492</i> <i>Transatlantic encounters</i> To understand native cultures of North America, Africa, and Europe, and the European drive to explore and colonize overseas, especially the Spanish.</p>	<p>Standards</p> <p>NJCCS - SS 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.a CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame</p> <p>1 Week</p>
Unit II: English Colonial Development 1607-1763		
<p>Content</p> <p>Chapter 2 sections 2,3&4 Chapter 3 sections 1,2&3 <i>Jamestown settlement</i> <i>Puritan New England</i> <i>Settlement of the Middle colonies</i> <i>Colonies come of age</i> <i>Colonial Economic system</i> <i>Diversity of the English Colonies; New England, Middle, Southern, Frontier</i> To understand the reasons for the English colonization of America, as well as how the original 13 English colonies took hold in what is now the united States. To analyze the economics, social, and political growth of the 13 colonies.</p>	<p>Standards</p> <p>NJCCS - SS 6.1.12.A.1.a 6.1.12.A.1.b 6.1.12.B.1.a 6.1.12.C.1.a 6.1.12.C.1.b 6.1.12.D.1.a CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame</p> <p>3 Week</p>
Unit III: Imperial Crisis and the Revolutionary War 1763-1783		
<p>Content</p> <p>Chapter 3 section 4 Chapter 4 sections 1-4 <i>French and Indian War</i> <i>The Imperial Crisis</i> <i>Enlightenment and The Great Awakening leads to Declaration of Independence</i> <i>The American Revolutionary War</i> <i>Aftermath of the American Revolution</i> To explain the French and Indian War's effect on the relationship between Great Britain and her colonies. To evaluate the events that allowed the colonies and Britain to grow apart. To analyze the causes of the American Revolution and understand the important events of the war as well as the role</p>	<p>Standards</p> <p>NJCCS - SS 6.1.12.A.2.a 6.1.12.A.2.b 6.1.12.C.2.a 6.1.12.D.2.a CCS RH.9-10. 1,2,3,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame</p> <p>4 Weeks</p>

played by significant individuals during the conflict.		
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<p>1st Quarter Bench Mark: Common Core Standards: WHST.9-10.1,4,7</p> <p>Argumentative writing assignment: If you had to choose a location to live in America prior to 1783, – New England, Middle, Southern, or Frontier – where would it be and why?</p>
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Second Marking Period: 1783-1845 The Early Republic

Unit IV: The Constitution 1783-1789		
<p>Content Chapter 5 sections 1-3 <i>Early Government, The Articles of Confederation</i> <i>The Constitution</i> To examine the domestic challenges faced by the young Republic; to understand American beliefs and principles reflected in the U. S. Constitution.</p>	<p>Standards NJCCCS - SS 6.1.12.A.2.b 6.1.12.A.2.c 6.1.12.A.2.d CCS RH.9-10. 1,2,4,5,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame 1 Week</p>

Unit V: Early Administrations 1789-1828		
<p>Content Chapter 6 sections 1-4 Chapter 7 sections 1 &2 <i>Washington and the new Government</i> <i>Foreign Affairs Trouble the new nation</i> <i>Jeffersonian America</i> <i>The War of 1812</i> <i>Balancing Nationalism and Sectionalism</i> To describe major domestic and foreign problems faced by the leaders of the new Republic such as maintaining national security and creating a stable economic system government. To identify economic differences among different regions of the United States.</p>	<p>Standards NJCCCS - SS 6.1.12.A.2.e 6.1.12.A.2.f 6.1.12.B.2.a 6.1.12.C.2.b 6.1.12.D.2.b 6.1.12.D.2.c 6.1.12.D.2.d 6.1.12.A.3.b CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame 4 Weeks</p>

Unit VI: The Jacksonian Era and the Democratization of America 1824-1844		
<p>Content Chapter 7 section 3 Chapter 8 section 1-4 Chapter 9 section 1 <i>The Age of Jackson</i> <i>The Age of Reform</i> <i>The Market Revolution</i> To analyze Andrew Jackson’s presidency, and describe the</p>	<p>Standards NJCCCS - SS 6.1.12.A.3.b 6.1.12.A.3.c 6.1.12.A.3.d 6.1.12.A.3.e 6.1.12.A.3.g CCS</p>	<p>Time Frame 3 Weeks</p>

<p>conflict over states' rights. To recognize the causes and effects of the Second Great Awakening and to understand the various social and labor reform movements that swept the nation during the first half of the 19th century. To understand the industrialization and transportation systems sweeping the country.</p>	<p>RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	
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<p>2nd Quarter Bench Mark: Common Core Standards: WHST.9-10.1,4,7</p> <p>Argumentative writing assignment: Explain who was the most effective and least effective political leader we have studied thus far: Thomas Jefferson, John Adams, Tecumseh, Henry Clay, Elizabeth Cady Stanton</p>

Third Marking Period: 1845-1865 Westward Expansion and the Civil War

Unit VII: Manifest Destiny 1845-1853		
<p>Content Chapter 9 sections 2,3 &4 <i>Manifest Destiny</i> <i>The Annexation of Texas</i> <i>The War with Mexico</i> To understand the causes and consequences of western settlement and to summarize the events surrounding the independence, and subsequent acquisition, of Texas, and the War with Mexico. To summarize the reasons American settlers headed west during the mid-1800s. To describe the impact of western expansion on Native Americans. To identify the westward trails. To explain the impact of the discovery of gold in California on the development of the West.</p>	<p>Standards NJCCCS - SS 6.1.12.A.3.c 6.1.12.D.2.e 6.1.12.A.3.a 6.1.12.A.3.f 6.1.12.B.3.a 6.1.12.C.3.a 6.1.12.C.3.b 6.1.12.D.3.a 6.1.12.D.3.d 6.1.12.D.3.e 6.1.12.A.4.b CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame 3 Weeks</p>

Unit VIII: Sectionalism 1850's		
<p>Content Chapter 10 sections 1-4 <i>The Politics of Slavery and the Protest, Resistance, and Violence surrounding Slavery</i> <i>The Growth of the Opposition to Slavery</i> <i>Birth of the Republican Party</i> <i>Slavery and Secession</i> To understand the conflict over slavery and other regional tensions that led to the Civil War. To describe the growing differences between the North and south in their economies and ways of life. To understand why the Wilmot Proviso, California's statehood, and the Compromise of 1850 temporarily halted to talk of secession. To describe the points and effects of the Kansas Nebraska Act of 1854. To understand the efforts to</p>	<p>Standards NJCCCS - SS 6.1.12.A.3.h 6.1.12.A.3.i 6.1.12.D.3.a 6.1.12.D.3.b 6.1.12.D.3.c 6.1.12.A.4.a CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame 2 Weeks</p>

<p>protest slavery, especially those of various abolitionists. To identify the political parties that emerged in the 1850's. To understand the Dred Scott decision and its impact. To describe popular sovereignty role in the politics of the 1850's. To describe the events at Harper's Ferry and the election of 1860 and how they led to the secession of southern states and the creation of the Confederate States of America.</p>		
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Unit IX: The Civil War 1860-1864		
<p>Content Chapter 11 sections 1-5 <i>War Begins</i> <i>The Politics of War</i> <i>Social History of the War</i> <i>The North Takes Charge</i> <i>The Legacy of the War</i> To understand the military strategy, political struggle, outcome, and legacy of the Civil War. To explain who the Civil War started, the advantages and weakness of each side, and the strategies each would follow. To identify the main personalities as well as the changes in warfare. To explain the motives behind and the effects of the Emancipation Proclamation. To describe the roles African Americans played in the struggle to end slavery. To summarize key battles and their results. To explain the effects of the Gettysburg Address. To describe and explain the economic, political, and social changes of the north and south due to the war. To understand the importance of the 13th Amendment.</p>	<p>Standards NJCCCS - SS 6.1.12.A.4.b 6.1.12.A.4.c 6.1.12.A.4.d 6.1.12.B.4.a 6.1.12.C.4.a 6.1.12.C.4.c 6.1.12.D.4.a 6.1.12.D.4.b CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame 3 Weeks</p>

<p>3rd Quarter Bench Mark: Common Core Standards: WHST.9-10.1,4,7</p> <p>Argumentative writing assignment: What effect did the Civil War have on (2) of the following: The North, The South, African Americans, the future of the U.S.</p>

Fourth Marking Period: Reconstruction and the Gilded Age

Unit X: Reconstruction 1865-1877		
<p>Content Chapter 12 sections 1,2, &3 <i>The Politics of Reconstruction</i> <i>Social Effects of Reconstruction</i> <i>Reconstruction's Collapses</i> To understand the political struggle, accomplishments, and failures of Reconstruction in the years following the Civil War. To identify and summarize the points of the Presidents Lincoln and Johnson's policies for Reconstruction as well as Congress's efforts and plan. To analyze the economic problems and changes in the South. To identify differences among members of the Republican Party. To describe efforts of former slaves to improve their lives. Identify the shift in power from the Southern Republicans to the Southern Democrats. To</p>	<p>Standards NJCCCS - SS 6.1.12.B.4.b 6.1.12.C.4.b 6.1.12.D.4.c 6.1.12.D.4.d 6.1.12.D.4.e 6.1.12.C.5.b CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame 1 Week</p>

summarize the violence perpetrated by those in opposition to Reconstruction. To identify the reasons for the collapse of Congressional Reconstruction and summarize its achievements and failures.		
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Unit XI: Closing the Western Frontier		
<p>Content</p> <p>Chapter 13 sections 1,2</p> <p><i>Cultures Clash of the Prairie</i></p> <p><i>Settling on the Great Plains</i></p> <p>To analyze the settlement of the Great Plains during the late 1800's and to examine native American policies and private property rights. To contrast the cultures of Native Americans and white settlers and explain why white settlers moved west. To identify restrictions imposed by the government on Native Americans and describe the consequences, including key battles. To identify the government's policy of assimilation as well as continuing conflicts between Native Americans and settlers. To trace the development of the cattle industry and describe the myth and reality of the American cowboy as framed with the end of the open range. To explain the rapid settlement of the Great Plains due to homesteading. To describe how early settlers survived on the plains and transformed them into profitable farm land.</p>	<p>Standards</p> <p>NJCCCS - SS</p> <p>6.1.12.A.5.c</p> <p>6.1.12.B.5.a</p> <p>CCS</p> <p>RH.9-10.</p> <p>1,2,4,7,10</p> <p>WHST.9-10.</p> <p>1,2,4,9,10</p>	<p>Time Frame</p> <p>1 Week</p>

Unit XII: Populism and Monetary Policy and the Politics of the Gilded Age		
<p>Content</p> <p>Chapter 13 section 3</p> <p>Chapter 15 section 3</p> <p><i>Farmers and the Populist Movement</i></p> <p><i>Politics of the Gilded Age</i></p> <p>To examine the Populist movement, the political machines and bosses in cities, and the attempts to clean up politics in the late 1800's. To identify the problems farmers faced and their cooperative efforts to solve them. To explain the rise and fall of the Populist Party. To explain the role of political machines and political bosses. To describe how some politicians' greed and fraud cost taxpayers millions of dollars. To describe the measures taken by Presidents Hayes, Garfield, and Arthur to reform the spoils system. To explain the positions taken on the tariff by Presidents Cleveland, Harrison, and McKinley as big business got involved in politics.</p>	<p>Standards</p> <p>NJCCCS - S</p> <p>6.1.12.B.5.a</p> <p>6.1.12.C.5.c</p> <p>6.1.12.D.5.b</p> <p>6.1.12.C.6.c</p> <p>6.1.12.D.6.a</p> <p>CCS</p> <p>RH.9-10.</p> <p>1,2,4,7,10</p> <p>WHST.9-10.</p> <p>1,2,4,9,10</p>	<p>Time Frame</p> <p>1.5 Weeks</p>

Unit XIII: Industrialization and Unionization		
<p>Content</p> <p>Chapter 14 sections 1,2,3</p> <p><i>The Expansion of Industry</i></p> <p><i>The Age of Railroads</i></p> <p><i>Big Business and Labor</i></p> <p>To analyze the effects of various scientific discoveries and manufacturing innovations on the nature of work, the American labor movement, and businesses. To explain how the abundance of natural resources, new recovery and refining methods, and</p>	<p>Standards</p> <p>NJCCCS</p> <p>6.1.12.A.5.a</p> <p>6.1.12.A.5.b</p> <p>6.1.12.C.5.a</p> <p>6.1.12.C.5.c</p> <p>6.1.12.D.5.a</p> <p>6.1.12.D.5.b</p> <p>6.1.12.C.6.b</p>	<p>Time Frame</p> <p>1.5 Weeks</p>

<p>new uses for them led to intensive industrialization. To identify inventions that changed the way people lived and work. To identify the role of the railroads in unifying the country as well as their positive and negative effects. To summarize the reasons for, and the outcomes of, the demand for railroad reform. To identify management and business strategies that contributed to the success of business tycoons such as Carnegie and Rockefeller. To explain Social Darwinism and its effects on society. To summarize the emergence of unions and the violent reactions of industry and government to union strikes.</p>	<p>6.1.12.C.6.c 6.1.12.D.6.a CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	
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Unit XIV: Immigration and Urbanization		
<p>Content Chapter 15 sections 1&2 <i>The New Immigrants</i> <i>The Challenges of Urbanization</i> To analyze the economic, social, and political effects of immigration and to understand the immigrant experience. To identify immigrants' countries of origin in the late 19th century and early 20th century. To describe the immigration experience. To examine the causes and effects of the nativists' and anti-immigrant sentiments. To describe the movements of immigrants to cities and the reasons for them going to these urban centers. To explain how cities dealt with housing, transportation, sanitation, and safety. To describe some of the organizations and people who offered help to urban immigrants</p>	<p>Standards NJCCCS 6.1.12.A.5.c 6.1.12.B.5.b 6.1.12.D.5.d 6.1.12.D.6.a CCS RH.9-10. 1,2,4,7,10 WHST.9-10. 1,2,4,9,10</p>	<p>Time Frame 2 Weeks</p>

4th Quarter Bench Mark:
Common Core Standards: WHST.9-10.1,4,7

Argumentative writing assignment: As the proverb states "The path to hell is paved with good intentions" How does this statement apply to the government's assimilation policy for First Nation Peoples?

Unit : Final Exam Review and Testing		
<p>Content</p>	<p>Standards</p>	<p>Time Frame 2 Weeks</p>

VI. MODIFICATIONS / Accommodations for Special Education

Possible instructional techniques may include but may not be limited to the following:

Resource Center – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

Inclusion – Peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities and others that help scaffold higher-level thinking and address the needs of multiple intelligences and various types of learners.

Enrichments – Field trips, guest speakers, brochure design, simulations, drama, and poetry

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are

asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Suggestions for specific assignments and student activities are found in the teacher's resource guide of the approved textbook series.

VII. MATERIALS/TECHNOLOGY

Technology materials are used when appropriate and may include computers, internet resources/lessons, Mimio lessons, and computer simulations. There may be documentaries and video clips that are used to enhancing student understanding. The following full length feature film may be used to cover, supplement, or enrich the content standards.

1492: Conquest of Paradise

The Crusible

The Last of the Mohicans

The Crossing

The Buccaneer

The Alamo

Glory

Amistad

The Only Good Indian

Far and Away