

# Pre-AP US History I

## Curriculum

*This curricula and accompanying instructional materials have been developed to align with the NJSLS-SS and in accordance with the NJ Department of Education's guidelines to include: Curriculum designed to meet grade level expectations, integrated accommodations and modifications for students with IEPs, 504s, ELLs, and gifted and talented students, assessments including benchmarks, formative, summative, and alternative assessments, a list of core instructional and supplemental materials, pacing guide, interdisciplinary connections, integration of 21<sup>st</sup> century skills, integration of technology, and integration of 21<sup>st</sup> Century Life and Career standards.*

### About the Standards

In 1996, the New Jersey State Board of Education adopted the state's first set of academic standards called the Core Curriculum Content Standards. The standards described what students should know and be able to do upon completion of a thirteen-year public school education. Over the last twenty years, New Jersey's academic standards have laid the foundation for local district curricula that is used by teachers in their daily lesson plans.

Revised every five years, the standards provide local school districts with clear and specific benchmarks for student achievement in nine content areas. Developed and reviewed by panels of teachers, administrators, parents, students, and representatives from higher education, business, and the community, the standards are influenced by national standards, research-based practice, and student needs. The standards define a "Thorough and Efficient Education" as guaranteed in 1875 by the New Jersey Constitution. Currently the standards are designed to prepare our students for college and careers by emphasizing high-level skills needed for tomorrow's world.

The New Jersey Student Learning Standards include Preschool Teaching and Learning Standards, as well as nine K-12 standards for the following content areas: **21st Century Life and Careers, Comprehensive Health and Physical Education, English Language Arts, Mathematics, Science, Social Studies, Technology, Visual and Performing Arts, World Languages**

The most recent review and revision of the standards occurred in 2014. However, the standards in language arts and math underwent an additional review in 2015 with adoption by the New Jersey State Board of Education in May 2016.

Lower Cape May Regional School District Pre-AP United States History I / Social Studies Curriculum	
<b>Content Area: Social Studies</b>	
<b>Course Title: Pre-AP US History I</b>	<b>Grade level: 10</b>
<b>Unit 1: (1491-1607)</b>	<b>Dates for Units: September</b>
<b>Unit 2: (1607-1754)</b>	<b>Dates for Units: End of September through October</b>
<b>Unit 3: (1754-1800)</b>	<b>Dates for Units: October through December</b>
<b>Unit 4: (1800-1848)</b>	<b>Dates for Units: Part I January Part II February</b>
<b>Unit 5: (1844-1877)</b>	<b>Dates for Units: Part I March and April Part II April and May</b>
<b>Date Created: October 15, 2021</b>	<b>Board Approved On: 10/28/21</b>

**Lower Cape May Regional School District Pre-AP US History I / Social Studies Curriculum  
Unit 1 Overview**

**Content Area: Social Studies**

**Unit Title: Unit 1; 1491-1607**

**Target Course/Grade Level: Pre-AP US History I / Grade 10**

**Unit Summary: This unit introduces the students to the study of history at the college level, as well as the content of the time period.**

- The Geography of the Americas and the Native American tribes
- Social, cultural, and political understanding of Native American and European cultures
- Difference in contact with the three major European powers and the native population in the Americas, and the effects of that contact
- Initial colonization reasons and efforts, plus effects by the European powers
- The Columbian Exchange and its effects
- The initial growth of the slave trade and its effects
- Gender Roles in various societies

**Interdisciplinary Connections:**

**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Craft and Structure**

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

### **Integration of Knowledge and Ideas**

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

### **Range of Reading and Level of Text Complexity**

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

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

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

#### **Research to Build and Present Knowledge**

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

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

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

**21st Century Themes, Skills, and Standards:**

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.

**Unit Enduring Questions:**

- **How did different native societies adapt to and transform their environments through innovations in agriculture, resource use and social structure?**
- **How and why European expansion into the Western Hemisphere did**

**Unit Enduring Understandings:**

- **Different Native American societies adapted to and transformed their environments.**
- **European expansion developed change and fostered competition among the European powers.**
- **The Spanish Empire in the Western Hemisphere and subsequent Columbian**

<p>generated intense social, religious, political, and economic competition and changes within European societies?</p> <ul style="list-style-type: none"> <li>● How did the Columbian Exchange and development of the Spanish Empire in the Western Hemisphere result in extensive demographic, economic, and social changes?</li> <li>● How, through their interactions, did Europeans and Native Americans assert divergent worldviews regarding issues such as religion, gender roles, family, land use, and power?</li> </ul>	<p>Exchange resulted in extensive demographic, economic, and social changes.</p> <ul style="list-style-type: none"> <li>● The Native Americans and Europeans expressed divergent worldviews that complicated their contact and relations.</li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● SWK how and why various native populations in the period before European contact interacted with the natural environment in North American.</li> <li>● SWK the context for European encounters in the Americas from 1491 to 1607.</li> <li>● SWK the causes of exploration and conquest of the New World by various European nations.</li> <li>● SWK the causes of the Columbian Exchange and its effects on Europe and the Americas during the period after 1491.</li> <li>● SWK how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.</li> <li>● SWK how and why European and Native American perspectives of others developed and changed over time.</li> <li>● SWK the effects of the development of transatlantic voyages from 1491 to 1607.</li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● SWBAT explain and compare how and why various native populations in the period before European contact interacted with the natural environment in North American.</li> <li>● SWBAT explain the context for European encounters in the Americas from 1491 to 1607.</li> <li>● SWBAT explain the causes of exploration and conquest of the New World by various European nations.</li> <li>● SWBAT explain the causes of the Columbian Exchange and its effects on Europe and the Americas during the period after 1491.</li> <li>● SWBAT explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.</li> <li>● SWBAT explain how and why European and Native American perspectives of others developed and changed over time.</li> <li>● SWBAT explain the effects of the development of transatlantic voyages from 1491 to 1607.</li> </ul>

**Lower Cape May Regional School District Pre-AP US History I / Social Studies Curriculum  
Unit 2 Overview**

**Content Area: Social Studies**

**Unit Title: Unit 2; 1607-1754**

**Target Course/Grade Level: Pre-AP United States History I / Grade 10**

**Unit Summary: This unit traces the planting and development of the British colonies in North America.**

- Comparing the impact other European nations had on the British colonization
- British colonial demographics
- Economic growth influenced by the geographical regions
- Religious difference that emerged
- The plantation system in the southern colonies
- The British use of salutary neglect and how that influenced the rise of local self government ideals
- Development of the Atlantic World economy
- Development of the international slave trade and specifically the colonial institution of slavery
- Relationships with Native Americans; trade and military alliances as well as wars, including those in the Spanish territory of the southwest
- Cause and effect of immigration patterns to the colonies
- The Enlightenment ideas and their effects
- The Great Awakening and its effects
- The Anglicization over time of the British colonies even as they developed autonomous political communities
- Intercolonial ties
- British government's attempts to control the colonies in order to pursue their mercantilist economic aims and the conflicts that led to erratic enforcement of those imperial policies
- Evolving ideas of liberty in the colonies
- The international slave trade and its role in the various regions
- The legal changes around slavery
- The rebellions, both organized and covert that the slaves used to resist their owners
- Slave culture and how that differed in various regions
- The gender roles established in the colonies

**Interdisciplinary Connections:**

**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

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etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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#### **Craft and Structure**

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#### **Integration of Knowledge and Ideas**

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#### **Range of Reading and Level of Text Complexity**

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

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#### **Production and Distribution of Writing**

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

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

**CRP11.** Use technology to enhance productivity.

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

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit 2
6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government
6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil

	conditions, other natural resources).
6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period
6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>How did the Europeans develop a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled, and they competed with each other and American Indians for resources?</b></li> <li>● <b>How did the British colonies participate in political, social, cultural, and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain’s control?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>The Europeans developed a variety of colonization and migration patterns based on their imperialistic goals, cultures, and environment they found themselves in.</b></li> <li>● <b>Europeans competed with each other and Native Americans for resources.</b></li> <li>● <b>Mercantilism regulated how the British colonies participated in political, social, cultural, and economic exchanges with Great Britain. This encouraged stronger bonds with Great Britain as well as fostered growing resistance to British control.</b></li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● <b>SWK the Spanish, French, Dutch, and British colonizers’ had different economic and imperial goals involving land and labor that shaped the social and political development of their colonies as well as their relationships with native populations.</b></li> <li>● <b>SWK in the 17<sup>th</sup> century, early British colonies developed along the Atlantic coast, with regional differences that reflected various environmental, economic, cultural, and demographic factors.</b></li> <li>● <b>SWK competition over resources between European rivals and American Indians encouraged industry and trade and led to conflict</b></li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● <b>SWBAT compare the Spanish, French, Dutch, and British colonizers different economic and imperial goals, including the causes and effects.</b></li> <li>● <b>SWBAT compare and contrast the differences that emerged in the British colonies along the Atlantic coast</b></li> <li>● <b>SWBAT analyze the competition over resources between European rivals that led to increase in trade in the Atlantic world.</b></li> <li>● <b>SWBAT evaluate the causes of conflict between the Native American and European settlers.</b></li> <li>● <b>SWBAT evaluate the causes and effects of the growing distance between European leaders’ goals and interests and those of the colonists.</b></li> </ul>

<p><b>in the Americas.</b></p> <ul style="list-style-type: none"> <li>● <b>SWK transatlantic commercial, religious, philosophical, and political exchanges led residents of the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and to one another.</b></li> <li>● <b>SWK the European empires in the Americas, like others throughout the world, participated in the Atlantic slave trade, and the English colonies developed a system of slavery that reflected the specific economic, demographic, and geographic characteristics of those colonies.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>SWBAT trace the evolution of ideas in the colonists brought about by the distinct pluralism and intellectual exchange from immigration, the Enlightenment, and the Great Awakening.</b></li> <li>● <b>SWBAT explain the development of local self government in the British colonies, and how that came into conflict with Great Britain’s mercantilist view.</b></li> <li>● <b>SWBAT trace the development of the slave trade and how the institution developed differently in areas of the colonies.</b></li> <li>● <b>SWBAT explain the various overt and covert means to resist the dehumanizing nature of slavery used by Africans, and how they maintained their family, culture, and religions.</b></li> </ul>
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<p><b>Lower Cape May Regional School District Pre-AP United States History I / Social Studies Curriculum Unit 3 Overview</b></p>
<p><b>Content Area: Social Studies</b></p>
<p><b>Unit Title: Unit 3; 1754-1800</b></p>
<p><b>Target Course/Grade Level: Pre-AP US History I / Grade 10</b></p>
<p><b>Unit Summary: This includes the time period from British consolidating their control along the Atlantic coast of North America to the unification of the 13 colonies to fight for their independence and creating a new nation.</b></p> <ul style="list-style-type: none"> <li>● The Seven Years’ War</li> <li>● Reorganization of the British Empire</li> <li>● Taxation and other British actions</li> <li>● American colonial reaction to the taxation and other actions</li> <li>● Philosophical foundations of the American Revolution</li> <li>● The First and Second Continental Congresses</li> <li>● Peace efforts</li> <li>● Early violence and battles</li> <li>● Patriots, Loyalists, Neutral</li> <li>● American war efforts and the leadership of George Washington</li> </ul>

- Victory and the Treaty of Paris of 1783
- Articles of Confederation, creation, weaknesses, and successes
- Social and cultural changes in the new nation
- Creating the Constitution
- Federalists and Anti-Federalists arguments
- Bill of Rights
- Washington's Administration
- Economic changes under Alexander Hamilton
- Foreign Affairs of the new nation
- Domestic Concerns of the new nation
- Development of political parties
- Washington's Farewell Address
- John Adam's Administration
- The Alien and Sedition Acts & The Virginia and Kentucky Resolutions
- The Election of 1800
- The changing gender roles

### **Interdisciplinary Connections:**

#### **Progress Indicators for Reading Informational Text**

##### **Key Ideas and Details**

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

##### **Craft and Structure**

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

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##### **Integration of Knowledge and Ideas**

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background

knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**Range of Reading and Level of Text Complexity**

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

**Progress Indicators for Writing**

**Text Types and Purposes**

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

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

**Research to Build and Present Knowledge**

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

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W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

**21st Century Themes, Skills, and Standards:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
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- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**Learning Targets**

CPI #	Cumulative Progress Indicators (CPI) for Unit
6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.
6.1.12.CivicsPI.2.b:	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.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today..
6.1.12.GeoPP.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.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
6.1.12.EconEM.2.b	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.HstoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
6.3.12.CivicsHR.1	Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>How did the British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government lead to a colonial independence movement and the Revolutionary War?</b></li> <li>● <b>What were the American Revolution’s democratic and republican ideals and how did they inspire new experiments with different forms of government?</b></li> <li>● <b>How did migration within North American and competition over resources, boundaries, and trade intensify conflicts among people and nations?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.</b></li> <li>● <b>The American Revolution’s democratic and republican ideals inspired new experiments with different forms of government.</b></li> <li>● <b>Migration within North America and competition over resources, boundaries, and trade intensified conflicts among peoples and nations.</b></li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● <b>SWK that the competition among the British, French, and American Indians for economic and political advantage</b></li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● <b>SWBAT analyze how colonial rivalry intensified between Britain and France in the mid-18th century, as the growing</b></li> </ul>

**in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.**

- **SWK the desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.**
- **SWK the ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.**
- **SWK after declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.**
- **SWK new forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social, and foreign policy issues.**

**population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.**

- **SWBAT explain how Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.**
- **SWBAT analyze how after the British victory, imperial officials' attempts to prevent colonists from moving westward generated colonial opposition, while native groups sought to both continue trading with Europeans and resist the encroachments of colonists on tribal lands.**
- **SWBAT explain the imperial struggles of the mid-18th century, as well as new British efforts to collect taxes without direct colonial representation or consent and to assert imperial authority in the colonies as they began to unite the colonists against perceived and real constraints on their economic activities and political rights.**
- **SWBAT analyze colonial leaders based their calls for resistance to Britain on arguments about the rights of British subjects, the rights of the individual, local traditions of self-rule, and the ideas of the Enlightenment.**
- **SWBAT analyze how the effort for American independence was energized by colonial leaders such as Benjamin Franklin, as well as by popular movements that included the political activism of laborers, artisans, and women.**



- **SWBAT explain how in the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.**
- **SWBAT explain how despite considerable loyalist opposition, as well as Great Britain's apparently overwhelming military and financial advantages, the Patriot cause succeeded because of the actions of colonial militias and the Continental Army, George Washington's military leadership, the colonists' ideological commitment and resilience, and assistance sent by European allies.**
- **SWBAT analyze the enlightenment ideas and philosophy which inspired many American political thinkers to emphasize individual talent over hereditary privilege, while religion strengthened Americans' view of themselves as a people blessed with liberty.**
- **SWBAT analyze the colonists' belief in the superiority of republican forms of government based on the natural rights of the people found expression in Thomas Paine's *Common Sense* and the Declaration of Independence. And how the ideas in these documents resonated throughout American history, shaping Americans' understanding of the ideals on which the nation was based.**
- **SWBAT explain how during and after the American Revolution, an increased awareness of inequalities in society motivated some individuals and groups to call for the abolition of slavery and greater**

	<p>political democracy in the new state and national governments.</p> <ul style="list-style-type: none"><li>• <b>SWBAT explain how in response to women’s participation in the American Revolution, Enlightenment ideas, and women’s appeals for expanded roles, an ideal of “republican motherhood” gained popularity. It called on women to teach republican values within the family and granted women a new importance in American political culture.</b></li><li>• <b>SWBAT explain how the American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements.</b></li><li>• <b>SWBAT explain how many new state constitutions placed power in the hands of the legislative branch and maintained property qualifications for voting and citizenship.</b></li><li>• <b>SWBAT analyze how the Articles of Confederation unified the newly independent states, creating a central government with limited power. And why after the Revolution, difficulties over international trade, finances, interstate commerce, foreign relations, and internal unrest led to calls for a stronger central government.</b></li><li>• <b>SWBAT explain how delegates from the states participated in the Constitutional Convention and through negotiation, collaboration, and compromise proposed a constitution that created a limited but dynamic central government embodying federalism and providing for a separation of</b></li></ul>
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	<p>powers between its three branches.</p> <ul style="list-style-type: none"><li>• <b>SWBAT analyze how the Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808.</b></li><li>• <b>SWBAT analyze how in the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers - primarily written by Alexander Hamilton and James Madison. And how the Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government.</b></li><li>• <b>SWBAT explain during the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice.</b></li><li>• <b>SWBAT explain why political leaders in the 1790s took a variety of positions on issues such as the relationship between the national government and the states, economic policy, foreign policy, and the balance between liberty and order. And how this led to the formation of political parties—most significantly the Federalists, led by Alexander Hamilton, and the Democratic-Republican Party, led by Thomas Jefferson and James Madison.</b></li><li>• <b>SWBAT explain the expansion of slavery in</b></li></ul>
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	<p><b>the Deep South and adjacent western lands and rising antislavery sentiment began to create distinctive regional attitudes toward the institution.</b></p> <ul style="list-style-type: none"><li>• <b>SWBAT analyze ideas about national identity increasingly found expression in works of art, literature, and architecture.</b></li><li>• <b>SWBAT explain how various American Indian groups repeatedly evaluated and adjusted their alliances with Europeans, other tribes, and the United States, seeking to limit migration of white settlers and maintain control of tribal lands and natural resources. And that British alliances with American Indians contributed to tensions between the United States and Britain.</b></li><li>• <b>SWBAT explain how as increasing numbers of migrants from North America and other parts of the world continued to move westward, frontier cultures that had emerged in the colonial period continued to grow, fueling social, political, and ethnic tensions.</b></li><li>• <b>SWBAT explain how as settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.</b></li><li>• <b>SWBAT analyze the ambiguous relationship between the federal government and American Indian tribes that contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands.</b></li><li>• <b>SWBAT explain how the Spanish, supported</b></li></ul>
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	<p>by the bonded labor of the local American Indians, expanded their mission settlements into California; these provided opportunities for social mobility among soldiers and led to new cultural blending.</p> <ul style="list-style-type: none"> <li>• SWBAT explain how the U.S. government forged diplomatic initiatives aimed at dealing with the continued British and Spanish presence in North America, as U.S. settlers migrated beyond the Appalachians and sought free navigation of the Mississippi River.</li> <li>• SWBAT analyze how war between France and Britain resulting from the French Revolution presented challenges to the United States over issues of free trade and foreign policy and fostered political disagreement.</li> <li>• SWBAT explain George Washington’s Farewell Address encouraged national unity, as he cautioned against political factions and warned about the danger of permanent foreign alliances.</li> </ul>
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<p><b>Lower Cape May Regional School District Pre-AP United States History I / Social Studies Curriculum Unit 4 Overview</b></p>
<p><b>Content Area: Social Studies</b></p>
<p><b>Unit Title: Unit 4; 1800-1848</b></p>
<p><b>Target Course/Grade Level: Pre-AP US History I / Grade 10</b></p>
<p><b>Unit Summary: In this unit American works to define itself during a time of rapid demographic, economic, and territorial growth.</b></p> <ul style="list-style-type: none"> <li>• Jefferson’s Presidency</li> </ul>

- The Louisiana Purchase
- John Marshall and the Supreme Court, especially *Marbury v. Madison*, *Fletcher v. Peck*, *Dartmouth College v. Woodward*, *McCulloch v. Maryland*, *Gibbons v. Ogden*
- Barbary Pirates and US neutrality
- The Embargo Act of 1807 – The Nonintercourse Act of 1809 – Macon’s Bill #2
- The War of 1812
- The fall of the Federalists
- The Era of Good Feelings
- Henry Clay’s American System
- Missouri Compromise
- Rush-Bagot Agreement of 1817
- Treaty with Great Britain 181
- Adams-Onís Treaty of 1819
- Monroe Doctrine
- The factory systems
- Inventions such as the steam boat, steel plow, and cotton gin
- Western land sales
- Development of three main sections, the North, the South, the North West and their relationship to each other
- The development and spread of the institution of slavery and the resulting conflicts
- The growth of social economic classes
- The change in gender roles
- Jacksonian Era
- The rise of universal white male suffrage
- The second two-party system
- The rise of third parties
- The Nullification Crisis
- The Bank Wars
- The Indian Removal Act
- The Second Great Awakening
- Reform movements; Transcendentalism, Utopian Societies, Temperance, Public Asylums, Public Education, Women’s Rights, Antislavery Movement
- American schools of art and literature i.e. the Hudson River School of Art

**Interdisciplinary Connections:**

**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

#### **Craft and Structure**

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

#### **Integration of Knowledge and Ideas**

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

#### **Range of Reading and Level of Text Complexity**

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

### **Progress Indicators for Writing**

#### **Text Types and Purposes**

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

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

#### **Production and Distribution of Writing**

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

**Research to Build and Present Knowledge**

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

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

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

**21st Century Themes, Skills, and Standards:**

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP5.** Consider the environmental, social and economic impacts of decisions.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

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

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

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

**CRP11.** Use technology to enhance productivity.

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

**Learning Targets**

6.1.12.EconEM.2.c	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development



	of democratic institutions and practices.
6.1.12.Civics.PI.3.b:	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era
6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance)
6.1.12. CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
6.1.12. CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement
6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
6.1.12.EconET.3.a	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.EconGE.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.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

<p>6.1.12.HistoryCC.3.a</p>	<p>Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.</p>
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>● <b>How did the U.S. expand the political system to become a more modern democracy with greater participation?</b></li> <li>● <b>How did various groups contribute to and cause the reevaluation of national democratic ideals?</b></li> <li>● <b>How did the Americans change various institutions and societal ideals to match their new concepts of a more modern democracy?</b></li> <li>● <b>What were the technological, agricultural, and commercial innovations that accelerate the U.S. economy?</b></li> <li>● <b>How did the technological, agricultural, and commercial innovations change the lives of Americans as well as their national and regional identities?</b></li> <li>● <b>How did the U.S. interest in foreign trade shape the nation’s foreign policy?</b></li> <li>● <b>How did the U.S. interest in expanding its national borders affect the nation’s foreign and domestic policies?</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● <b>The United States began to develop a modern democracy and celebrate a new national culture, while Americans sought to define the nation’s democratic ideals and change their society and institutions to match them.</b></li> <li>● <b>Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.</b></li> <li>● <b>The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation’s foreign policy and spurred government and private initiatives.</b></li> </ul>

**Unit Objectives:**

*Students will know....*

- SWK the nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
- SWK while Americans embraced a new national culture, various groups developed distinctive cultures of their own.
- SWK increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.
- SWK new transportation systems and technologies dramatically expanded manufacturing and agricultural production.
- SWK the changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.
- SWK economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of

**Unit Objectives:**

*Students will be able to.....*

- SWBAT analyze the debates in the early 1800s of national political parties concerning issues such as the tariff, powers of the federal government, and relations with European powers.
- SWBAT evaluate the effects of Supreme Court decisions that established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
- SWBAT compare the new political parties that arose by the 1830s – the Democrats, led by Andrew Jackson, and the Whigs, led by Henry Clay – and their disagreement about the role and powers of the federal government and issues such as the national bank, tariff, and federally funded internal improvements.
- SWBAT explain how regional interests often trumped national concerns as the basis for many political leaders' positions on slavery and economic policy.
- SWBAT analyze the how the rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to a Second Great Awakening among Protestants that influenced moral and social reforms and inspired utopian and other religious movements.
- SWBAT analyze the new national culture that emerged with combined American elements, European influences, and regional cultural sensibilities.
- SWBAT explain and give examples of how liberal social ideas from abroad and Romantic beliefs in human perfectibility influenced literature, art, philosophy, and architecture.
- SWBAT analyze how enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, as well as joined political efforts aimed at changing their status.

<p>different regions.</p> <ul style="list-style-type: none"><li>● <b>SWK in struggling to create an independent global presence, the U.S. sought to claim territory throughout the North American continent and promote foreign trade.</b></li><li>● <b>SWK the United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.</b></li></ul>	<ul style="list-style-type: none"><li>● <b>SWBAT evaluate the efforts of Americans that formed new voluntary organizations that aimed to change individual behaviors and improve society through temperance and other reform efforts.</b></li><li>● <b>SWBAT trace how abolition and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African American rights.</b></li><li>● <b>SWBAT trace the antislavery efforts in the South that were largely limited to unsuccessful rebellions by enslaved persons.</b></li><li>● <b>SWBAT evaluate the women's rights movement that sought to create greater equality and opportunities for women, expressing its ideals at the Seneca Falls Convention.</b></li><li>● <b>SWBAT evaluate the role entrepreneurs had in creating a market revolution in which market relationships between the producers and consumers came to prevail as the manufacture of goods became more organized.</b></li><li>● <b>SWBAT analyze the cause and effect of innovations including textile machinery, steam engines, interchangeable parts, the telegraph, and agricultural inventions that increased the efficiency of production methods.</b></li><li>● <b>SWBAT trace the legislation and judicial systems that supported the development of roads, canals, and railroads, which extended and enlarged markets and helped foster regional interdependence; especially the link between the North and Midwest grow more so than that between those regions and the South.</b></li><li>● <b>SWBAT trace the increasing number of Americans, especially men and women working in the factories, no longer relied on semisubsistence agriculture; instead supported themselves producing goods for distant markets.</b></li><li>● <b>SWBAT analyze how the growth of manufacturing drove a significant increase in prosperity and standards of living for some Americans, and how this led to the emergence of a larger middle class and a small but wealthy business elite and a large</b></li></ul>
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	<p>and growing population of laboring poor.</p> <ul style="list-style-type: none"><li>● <b>SWBAT analyze how gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.</b></li><li>● <b>SWBAT trace the immigration of large numbers of international migrants moving to industrializing northern cities, while many Americans moved west of the Appalachians, developing thriving new communities along the Ohio and Mississippi rivers.</b></li><li>● <b>SWBAT analyze the effects of increasing Southern cotton production and the related growth of Northern manufacturing, banking, and shipping industries promoted the development of national and international commercial ties.</b></li><li>● <b>SWBAT evaluate the Southern business leaders continually reliance on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.</b></li><li>● <b>SWBAT evaluate plans to further unify the U.S. economy, such as the American System, and how the generated debates over whether such policies would benefit agriculture or industry, potentially favoring different sections of the country.</b></li><li>● <b>SWBAT analyze how, following the Louisiana Purchase, the U.S. government sought influence and control over North America and the Western Hemisphere through a variety of means, including exploration, military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.</b></li><li>● <b>SWBAT trace how the frontier settlers' expansion efforts and the American Indian resistance led to a sequence of wars and federal efforts to control and relocate American Indian populations.</b></li><li>● <b>SWBAT trace how the over cultivation depleted arable land in the Southeast and led slaveholders to begin relocating their plantations to more fertile lands west of the Appalachians where the institution of slavery continues to grow.</b></li><li>● <b>SWBAT analyze the antislavery efforts increasing in the north while in the South, although the</b></li></ul>
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	<p>majority of Southerners owned no enslaved persons, most leaders argued that slavery was part of the Southern way of life.</p> <ul style="list-style-type: none"><li>● <b>SWBAT explain why congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.</b></li></ul>
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**Lower Cape May Regional School District Pre-AP United States History I / Social Studies Curriculum  
Unit 5 Overview**

**Content Area: Social Studies**

**Unit Title: Unit 5; 1848-1877**

**Target Course/Grade Level: Pre-AP US History I / Grade 10**

**Unit Summary: This unit follows the U.S. growth as the country expanded under the philosophy of Manifest Destiny, and then looks at the struggle to resolve many issues that ultimately led to a bloody Civil War, and the effects of that war as the country moved back together.**

- Overland Trails of manifest Destiny
- Conflicts of Texas, Maine, and Oregon
- The War with Mexico
- Gadsden Purchase
- Territorial Acquisitions Map
- Continued attempts at manifest Destiny, i.e. the Ostend Manifesto
- Expanding economy, especially canals and railroads
- Foreign Affairs to the far east
- Free Soil Movement
- Popular Sovereignty
- Compromise of 1850
- Fugitive Slave Law
- Underground Railroad
- Literature on slavery, i.e. *Uncle Tom's Cabin & Impending Crisis of the South* and *Sociology for the South*
- Kansas Nebraska Act

- Violence around the slavery issue
- New Parties, especially the Republican Party
- Dred Scott case
- Lincoln – Douglas Debates
- John Brown’s activities
- Election of 1860 and the secession of the southern states
- Advantages of the North and the South at the beginning of the war
- Battle overviews
- Development of technology during the war
- Economics of the war
- The lives of slaves and Freemen during the war
- Presidential power changes
- 13<sup>th</sup>, 14<sup>th</sup>, & 15<sup>th</sup> Amendments
- Reconstruction plans under Lincoln, Johnson, and Congress
- Southern economics post-war
- The rise of white southern power and the failure of Reconstruction

**Interdisciplinary Connections:**

**Progress Indicators for Reading Informational Text**

**Key Ideas and Details**

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Craft and Structure**

RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.

**Integration of Knowledge and Ideas**

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the

reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning. RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**Range of Reading and Level of Text Complexity**

RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed. By the end of grade 10, read and comprehend literary nonfiction at grade level text-complexity or above.

**Progress Indicators for Writing**

**Text Types and Purposes**

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

W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and Distribution of Writing**

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, 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.

**Research to Build and Present Knowledge**

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

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

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

**21st Century Themes, Skills, and Standards:**



- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP5.** Consider the environmental, social and economic impacts of decisions.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP10.** Plan education and career paths aligned to personal goals.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

**Learning Targets**

6.1.12. CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
6.1.12.HistoryCA.3.a	Use evidence to demonstrate 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.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration
6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address)
6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.

6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the Civil War.
6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war
6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.HistoryCC.4.a:	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century
6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states
6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
6.1.12.HistoryCC.4.b:	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
6.1.12.HistoryCA.4.c:	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
6.3.12.GeoGI.1	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
<p><b>Unit Enduring Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>How and why did the U.S. pursue expansionist foreign policy in the</b></li> </ul>	<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• <b>The United States became more connected with the world, pursued an expansionist foreign policy in the Western Hemisphere, and emerged as the</b></li> </ul>

<p><b>Western Hemisphere?</b></p> <ul style="list-style-type: none"> <li>● <b>How was the U.S. becoming more connected with the larger world?</b></li> <li>● <b>Where were the large numbers of new immigrants coming from and why did they immigrate to the U.S.?</b></li> <li>● <b>What role did the debate over slavery play in causing the Civil War?</b></li> <li>● <b>What other economic, cultural, and political factors caused the Civil War?</b></li> <li>● <b>How did the Civil War settle the issues of slavery and secession?</b></li> <li>● <b>What were the unresolved questions about the power of the federal government and citizenship rights?</b></li> </ul>	<p><b>destination for many migrants from other countries.</b></p> <ul style="list-style-type: none"> <li>● <b>Intensified by expansion and deepening regional divisions, debates over slavery and other economic, cultural, and political issues led the nation into a civil war.</b></li> <li>● <b>The Union victory in the Civil War and the contested reconstruction of the South settled the issues of slavery and secession, but left unresolved many questions about the power of the federal government and citizenship rights.</b></li> </ul>
<p><b>Unit Objectives:</b> <i>Students will know....</i></p> <ul style="list-style-type: none"> <li>● <b>SWK popular enthusiasm for U.S. expansion, bolstered by economic and security interests, resulted in the acquisition of new territories, substantial migration westward, and new overseas initiatives.</b></li> <li>● <b>SWK that in the 1840s and 1850s, Americans continued to debate questions about rights and citizenship for various groups of U.S. inhabitants.</b></li> <li>● <b>SWK ideological and</b></li> </ul>	<p><b>Unit Objectives:</b> <i>Students will be able to.....</i></p> <ul style="list-style-type: none"> <li>● <b>SWBAT explain that the desire for access to natural and mineral resources and the hope of many settlers for economic opportunities or religious refuge led to an increased migration to and settlement in the West.</b></li> <li>● <b>SWBAT analyze the advocates of annexing western lands who argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.</b></li> <li>● <b>SWBAT analyze how and why the United States added large territories in the West through victory in the Mexican–American War and diplomatic</b></li> </ul>

<p>economic differences over slavery produced an array of diverging responses from Americans in the North and the South.</p> <ul style="list-style-type: none"><li>● SWK that debates over slavery came to dominate political discussion in the 1850s, culminating in the bitter election of 1860 and the secession of Southern states.</li><li>● SWK the North's greater manpower and industrial resources, the leadership of Abraham Lincoln and others, and the decision to emancipate enslaved persons eventually led to the Union military victory over the Confederacy in the devastating Civil War.</li><li>● SWK reconstruction and the Civil War ended slavery, altered relationships between the states and the federal government, and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.</li></ul>	<p>negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.</p> <ul style="list-style-type: none"><li>● SWBAT explain how westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.</li><li>● SWBAT analyze U.S. interest in expanding trade led to economic, diplomatic, and cultural initiatives to create more ties with Asia.</li><li>● SWBAT analyze the cause and effect of the substantial numbers of international migrants that continued to arrive in the United States from Europe and Asia, mainly from Ireland and Germany, often settling in ethnic communities where they could preserve elements of their languages and customs.</li><li>● SWBAT analyze the strongly anti-Catholic nativist movement arose that was aimed at limiting new immigrants' political power and cultural influence.</li><li>● SWBAT explain the U.S. government's interaction and conflict with Mexican Americans and American Indians increasing in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.</li><li>● SWBAT explain how the North's expanding manufacturing economy relied on free labor in contrast to the Southern economy's dependence on enslaved labor. Also why some Northerners did not object to slavery on principle but claimed that slavery would undermine the free-labor market. And how as a result, a free-soil movement arose that portrayed the expansion of slavery as incompatible with free labor.</li><li>● SWBAT explain how African American and white abolitionists, although a minority in the North, mounted a highly visible campaign against slavery,</li></ul>
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	<p>presenting moral arguments against the institution, assisting escapes, and sometimes expressing a willingness to use violence to achieve their goals.</p> <ul style="list-style-type: none"><li>● <b>SWBAT analyze defenders of slavery who based their arguments on racial doctrines, the view that slavery was a positive social good, and the belief that slavery and states' rights were protected by the Constitution.</b></li><li>● <b>SWBAT explain how the Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.</b></li><li>● <b>SWBAT analyze how the courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850, the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.</b></li><li>● <b>SWBAT explain how the Second Party System ended when the issues of slavery and anti-immigrant nativism weakened loyalties to the two major parties and fostered the emergence of sectional parties, most notably the Republican Party in the North.</b></li><li>● <b>SWBAT explain how Abraham Lincoln's victory on the Republicans' free-soil platform in the presidential election of 1860 was accomplished without any Southern electoral votes. Also how after a series of contested debates about secession, most slave states voted to secede from the Union, precipitating the Civil War.</b></li><li>● <b>SWBAT explain how both the Union and the Confederacy mobilized their economies and societies to wage the war even while facing considerable home front opposition.</b></li><li>● <b>SWBAT analyze how Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the</b></li></ul>
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	<p><b>Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers.</b></p> <ul style="list-style-type: none"><li>● <b>SWBAT explain how and why many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.</b></li><li>● <b>SWBAT explain that Lincoln sought to reunify the country and used speeches such as the Gettysburg Address to portray the struggle against slavery as the fulfillment of America’s founding democratic ideals.</b></li><li>● <b>SWBAT explain how although the Confederacy showed military initiative and daring early in the war, the Union ultimately succeeded due to improvements in leadership and strategy, key victories, greater resources, and the wartime destruction of the South’s infrastructure.</b></li><li>● <b>SWBAT analyze how the 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.</b></li><li>● <b>SWBAT explain why the women’s rights movement was both emboldened and divided over the 14th and 15th amendments to the Constitution.</b></li><li>● <b>SWBAT analyze the efforts by radical and moderate Republicans to change the balance of power between Congress and the presidency and to reorder race relations in the defeated South yielded some short-term successes.</b></li><li>● <b>SWBAT analyze how reconstruction opened up political opportunities and other leadership roles to formerly enslaved persons, but it ultimately failed, due both to determined Southern resistance and the North’s waning resolve.</b></li></ul>
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	<ul style="list-style-type: none"> <li>● <b>SWBAT explain why Southern plantation owners continued to own the majority of the region’s land even after Reconstruction. And how formerly enslaved persons sought land ownership but generally fell short of self-sufficiency, as an exploitative and soil-intensive sharecropping system limited blacks’ and poor whites’ access to land in the South.</b></li> <li>● <b>SWBAT analyze how segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.</b></li> </ul>
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**Lower Cape May Regional School District Pre-AP United States History I / Social Studies Curriculum  
Evidence of Learning**

**Specific Formative Assessments Utilized in Daily Lessons:**

- Practice Stimulus Based Multiple Choice Questions
- Practice Short Answer Questions
- Quick recall practice using a form of the game ‘password’
- Quick recall practice where students write down answers to verbal questions
- Think-Pair-Share
- Kahoot games
- Informal questions and discussion

**Summative Assessment Utilized throughout Units:**

- Test that contain traditional multiple choice questions, stimulus based multiple choice questions, and a form of matching
- Short Answer Questions – developed from the College Board requirements
- Long Essay Questions – developed from the college Board requirements
- Speed Dating with writing assignment

**Modifications for ELL’s, Special Education, 504, and Gifted and Talented Students:**

- Teacher tutoring
- Peer tutoring
- Cooperative Learning Groups

- Modified Assignments
- Differentiated Instruction
- Response to Intervention ([www.help4teachers.com](http://www.help4teachers.com))
- Follow all IEP and 504 modifications

**Teacher Notes:**

- As required by the NJ Department of Education, teachers in all content areas will integrate the 21st Century Life and Careers Standards. As the NJDOE indicates, “Providing New Jersey students with the life and career skills needed to function optimally within this dynamic context is a critical focus and organizing principle of K-12 public education. New Jersey has both an obligation to prepare its young people to thrive in this environment, and a vested economic interest in grooming an engaged citizenry made up of productive members of a global workforce that rewards innovation, creativity, and adaptation to change.” The links below indicate the CPIs for grade ranges and need to be addressed throughout the units of study:  
[Life and Career Standards](#)
- As indicated in the NJSLS, standards and interdisciplinary connections will be integrated throughout content area curriculum.

**Project-based Learning Tasks:**

- Speed Dating for Antebellum Reformers
- Shark Tank for Industrial Revolution

**Vocabulary:**

- In-text vocabulary is incorporated into every unit. Terms lists and quizzes, as well as brief formative reviews are used in every unit. Specific Historical Examples arise from a strong knowledge base in the vocabulary of the unit and are needed in all major writing done in the course.

**The Research Process:**

- The research process must be integrated within each course curriculum. Student will be provided with opportunities to investigate issues from thematic units of study. As the NJSLS indicate, students will develop proficiency with MLA or APA format as applicable.

**Technology:**

- Students will be engage in technology applications integrated throughout the curriculum.
- Students are referred to [my class website](#) for weekly listing of homework and reading schedules. Also for the review page which helps them with additional learning and studying.
- Using videos to reinforce learning, review content, make up for missed days, learn new strategies
- Use Chrome Books to access the internet to find information and answer questions that are self-generated
- Use Chrome Books to access Google Classroom to do a variety of assignments and view material
- Use Chrome Books to access “[MyAP Classroom](#)” to do formative assignments
- Students will create a variety of presentations using various platforms from Google Slide presentations to Infographics



**Resources:**

- Ancillary resources and materials used to deliver instruction are included below:
- Textbooks, both official one (*American’s History*) and extra samples that are in the room
- AMSCO book
- [The Gilder Lehrman Institute for American History](#) website with primary and secondary sources as well as videos
- *Documenting United States History* for primary and secondary excerpts
- *Historical Thinking Skills: A Workbook for U.S. History*, by John P. Irish for skill work
- The College Board AP teacher’s materials and resources found on “[apcentral](#)” and the Community Boards.
- Several APUSH teachers’ website with excellent resources such as the following:
  - [APUSH Explained](#) – a website with many resources maintained by Daniel Jocz, a former CA teacher of the year
  - [JB’s AP U.S. History](#) – a website with many resources maintained by John Burkowski Jr., a FL teacher and presenter at AP conferences

**Differentiation Strategies**

Differentiation strategies can require varied amounts of preparation time. High-prep strategies often require a teacher to both create multiple pathways to process information/demonstrate learning and to assign students to those pathways. Hence, more ongoing monitoring and assessment is often required. In contrast, low-prep strategies might require a teacher to strategically create process and product choices for students, but students are allowed to choose which option to pursue given their learning profile or readiness level. Also, a low-prep strategy might be focused on a discrete skill (such as vocabulary words), so there are fewer details to consider. Most teachers find that integration of one to two new low-prep strategies and one high-prep strategy each quarter is a reasonable goal.

**Low Prep Strategies**

<b>Varied journal prompts, spelling or vocabulary lists</b>	Students are given a choice of different journal prompts, spelling lists or vocabulary lists depending on level of proficiency/assessment results.
<b>Anchor activities</b>	Anchor activities provide meaningful options for students when they are not actively engaged in classroom activities (e.g., when they finish early, are waiting for further directions, are stumped, first enter class, or when the teacher is working with other students). Anchors should be directly related to the current learning goals.
<b>Choices of books</b>	Different textbooks or novels (often at different levels) that students

	are allowed to choose from for content study or for literature circles.
<b>Choices of review activities</b>	Different review or extension activities are made available to students during a specific section of the class (such as at the beginning or end of the period).
<b>Homework options</b>	Students are provided with choices about the assignments they complete as homework. Or, students are directed to specific homework based on student needs.
<b>Student-teacher goal setting</b>	The teacher and student work together to develop individual learning goals for the student.
<b>Flexible grouping</b>	Students might be instructed as a whole group, in small groups of various permutations (homogeneous or heterogeneous by skill or interest), in pairs or individual. Any small groups or pairs change over time based on assessment data.
<b>Varied computer programs</b>	The computer is used as an additional center in the classroom, and students are directed to specific websites or software that allows them to work on skills at their level.
<b>Multiple Intelligence or Learning Style options</b>	Students select activities or are assigned an activity that is designed for learning a specific area of content through their strong intelligence (verbal-linguistic, interpersonal, musical, etc.)
<b>Varying scaffolding of same organizer</b>	Provide graphic organizers that require students to complete various amounts of information. Some will be more filled out (by the teacher) than others.
<b>Think-Pair-Share by readiness, interest, and/or learning profile</b>	Students are placed in predetermined pairs, asked to think about a question for a specific amount of time, then are asked to share their answers first with their partner and then with the whole group.
<b>Mini workshops to re-teach or extend skills</b>	A short, specific lesson with a student or group of students that focuses on one area of interest or reinforcement of a specific skill.
<b>Orbitals</b>	Students conduct independent investigations generally lasting 3-6 weeks. The investigations “orbit” or revolve around some facet of the curriculum.
<b>Games to practice mastery of information and skill</b>	Use games as a way to review and reinforce concepts. Include questions and tasks that are on a variety of cognitive levels.

<p><b>Multiple levels of questions</b></p>	<p>Teachers vary the sorts of questions posed to different students based on their ability to handle them. Varying questions is an excellent way to build the confidence (and motivation) of students who are reluctant to contribute to class discourse. Note: Most teachers would probably admit that without even thinking about it they tend to address particular types of questions to particular students. In some cases, such tendencies may need to be corrected. (For example, a teacher may be unknowingly addressing all of the more challenging questions to one student, thereby inhibiting other students' learning and fostering class resentment of that student.)</p>
<p><b>High Prep Strategies</b></p>	
<p><b>Cubing</b></p>	<p>Designed to help students think about a topic or idea from many different angles or perspectives. The tasks are placed on the six sides of a cube and use commands that help support thinking (justify, describe, evaluate, connect, etc.). The students complete the task on the side that ends face up, either independently or in homogenous groups.</p>
<p><b>Tiered assignment/ product</b></p>	<p>The content and objective are the same, but the process and/or the products that students must create to demonstrate mastery are varied according to the students' readiness level.</p>
<p><b>Independent studies</b></p>	<p>Students choose a topic of interest that they are curious about and wants to discover new information on. Research is done from questions developed by the student and/or teacher. The researcher produces a product to share learning with classmates.</p>
<p><b>4MAT</b></p>	<p>Teachers plan instruction for each of four learning preferences over the course of several days on a given topic. Some lessons focus on mastery, some on understanding, some on personal involvement, and some on synthesis. Each learner has a chance to approach the topic through preferred modes and to strengthen weaker areas</p>
<p><b>Jigsaw</b></p>	<p>Students are grouped based on their reading proficiency and each group is given an appropriate text on a specific aspect of a topic (the economic, political and social impact of the Civil War, for example). Students later get into heterogeneous groups to share their findings with their peers, who have read about different areas of study from source texts on their own reading levels. The jigsaw technique allows you to tackle the same subject with all of your students while discreetly providing them the different tools they need to get there.</p>

<b>Multiple texts</b>	The teacher obtains or creates a variety of texts at different reading levels to assign strategically to students.
<b>Alternative assessments</b>	After completing a learning experience via the same content or process, the student may have a choice of products to show what has been learned. This differentiation creates possibilities for students who excel in different modalities over others (verbal versus visual).
<b>Modified Assessments</b>	Assessments can be modified in a variety of ways – for example by formatting the document differently (e.g. more space between questions) or by using different types of questions (matching vs. open ended) or by asking only the truly essential questions.
<b>Learning contracts or Personal Agendas</b>	A contract is a negotiated agreement between teacher and student that may have a mix of requirements and choice based on skills and understandings considered important by the teacher. A personal agenda could be quite similar, as it would list the tasks the teacher wants each student to accomplish in a given day/lesson/unit. Both Learning contracts and personal agendas will likely vary between students within a classroom.
<b>Compacting</b>	This strategy begins with a student assessment to determine level of knowledge or skill already attained (i.e. pretest). Students who demonstrate proficiency before the unit even begins are given the opportunity to work at a higher level (either independently or in a group).
<b>Literature circles</b>	Flexible grouping of students who engage in different studies of a piece of literature. Groups can be heterogeneous and homogeneous.
<b>Learning Centers</b>	A station (or simply a collection of materials) that students might use independently to explore topics or practice skills. Centers allow individual or groups of students to work at their own pace. Students are constantly reassessed to determine which centers are appropriate for students at a particular time, and to plan activities at those centers to build the most pressing skills.
<b>Tic-Tac-Toe Choice Board (sometimes called “Think-Tac-Toe”</b>	The tic-tac-toe choice board is a strategy that enables students to choose multiple tasks to practice a skill, or demonstrate and extend understanding of a process or concept. From the board, students choose (or teacher assigns) three adjacent or diagonal. To design a tic-tac-toe board: - Identify the outcomes and instructional focus - Design 9 different tasks - Use assessment data to determine student levels - Arrange the tasks on a tic-tac-toe board either randomly, in

rows according to level of difficulty, or you may want to select one critical task to place in the center of the board for all students to complete.

**Curriculum development Resources/Instructional Materials:**

- AP U.S. History course and Exam Description
- AP U.S. History Course framework

**Board of Education Approved Texts**

- Henretta, James A., et al. *America's History For the AP Course*. 8<sup>th</sup> ed., Bedford / St. Martin, 2014.
- Newman, John J., and Schmalbach, John M. *United States History: Preparing for the Advanced Placement Examination*. 2016 ed., Amsco, 2016
- Oates, Stephen B., editor. *Portrait of America: Volume Two: From Reconstruction to the Present*. 7<sup>th</sup> ed., Houghton Mifflin, 1999.
- Oates, Stephen B., and Errico, Charles J. editors. *Portrait of America: Volume One: To 1877*. 8<sup>th</sup> ed., Houghton Mifflin, 2003.

