

Unit I: A New Republic

Enduring Understanding: Students will understand and appreciate the values and principles of American democracy and that the Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens.

Time Frame	Content/Topic	Observable Proficiencies	NJCCS/ CCS	Performance Benchmarks/Assessments
24 Classes (48 days)	<p>The Foundation of our Government: The Writing of the U.S. Constitution</p> <p>The fundamental principles of the United States Constitution serve as the foundation of the United States government today.</p> <p>Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.</p>	<p>Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>Compare and contrast the Articles of Confederation and the US Constitution in terms of the decision-making powers of a national government</p> <p>Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.</p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government</p> <p>Evaluate the impact of the Constitution and the Bill of Rights on current day issues.</p> <p>Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the preamble to the Constitution.</p>	<p>SS 6.1.8.A.3.c</p> <p>SS 6.1.8.A.3.d LA 6-8 SSL 7</p> <p>SS 6.1.8.A.3.e</p> <p>SS 6.1.8.A.3.f</p> <p>SS 6.1.8.A.3.g LA RI 7,10 W 6.1, 2, 7 SL 6. 4 21CL9.1.8.C.1 21CL 9.1.8.F.3</p> <p>SS 6.1.8.D.3.g</p>	<p>T Chart comparing the New Jersey Plan with the Virginia Plan</p> <p>VENN Diagram</p> <p>Traditional Assessment</p> <p>Role Play – Federalists verses Anti-Federalists</p> <p>Research current Supreme Court cases and the relevance to the Constitution and Bill of Rights. Present a researched issue to the class.</p> <p>Simulation Game</p>

UNIT II: GROWTH OF A NATION

Enduring Understanding:

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCS/CCS	Performance Benchmarks/Assessments
24 Classes (48 days)	<p>Underlying Causes of American Expansion.</p> <p>1. What were the political, economic, geographic, and social (PEGS) changes that led to American Expansion in the 1800's?</p>	<p>Identify the Geographic boundaries of the United States prior to 1800.</p> <p>Define and justify the American belief in “Manifest Destiny.”</p> <p>Analyze the importance of the Louisiana Purchase towards Westward Expansion</p>	<p>SS 6.1.8.B.4.b LA RSS 7</p> <p>SS 6.1.8.A.4.b</p> <p>SS 6.1.8.B.4.a LA W6. 3 LA 3.1.6.H.3</p>	<p>Create boundaries on a map.</p> <p>Define “Manifest Destiny” and write a speech from a settler’s or a Native American’s point of view.</p> <p>Series of journal articles (incl. importance of New Orleans, Mississippi, Great Lakes)</p>
	<p>3. How did global conditions cause an influx of immigrants to the U.S. and what was the impact?</p>	<p>Evaluate the economic, political, and religious Push/Pull factors that would encourage people to immigrate to another place.</p>	<p>SS 6.1.8.C.3.b SS 6.1.8.A.4.a SS 6.1.8.D.4.a LA LSS 8, 9, 10 21CL 9.1.8.B.2</p>	<p>DBQ (women, slaves, various European groups, Nationalism, loss of jobs)</p>
	<p>2. How did the Industrial Revolution cause dramatic changes in the ways in which Americans worked and lived?</p>	<p>“Regular inventions”?</p>	<p>SS 6.1.8.C.4.b 21CL 9.1.8.B.2</p>	<p>Recommendation for Smithsonian Award, Best Invention of the Century.</p>
	<p>6. How did improvements in transportation systems change the ways in which Americans worked and lived?</p>	<p>Analyze the importance of technological advances that promoted Westward Expansion (canals, steamboats, steam engines, railroads)</p>	<p>SS 6.1.8.C.4.b LA RI 6.4, 10 LA W 6. 2, 7</p>	<p>4 column cause/effect chart</p>

	<p>4. How did the expansion of slavery conflict with American ideals and principles upon which this country was founded?</p>	<p>Explain and analyze the devastation to Native American Populations after European/ American contact.</p> <p>Analyze the significance of the Indian Removal Act.</p> <p>Amistad and Abolishment of Slavery</p> <p>Evaluate the significance of the Missouri Compromise, Dred Scott Decision, 3/5 Compromise, Kansas Nebraska Act, Proclamation of 1850, and <i>Uncle Tom's Cabin</i>.</p> <p>Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p>	<p>SS 6.1.8.D.4.b LA LSS 8, 9, 10</p> <p>SS 6.1.8.D.4.b</p> <p>SS 6.1.8.B.4.a 6.1.8.B.4.b LA W 6.2</p> <p>SS 6.1.8.D.4.c LA W 6.7</p> <p>SS 6.1.8.D.4.b</p>	<p>Using primary and secondary sources, students will complete a DBQ</p> <p>Letter to a Congressman regarding your position on the Indian Removal Act or Amistad with 3 supporting reasons.</p> <p>Summarize the main points of each document for a Gallery walk.</p> <p>Map activity and reading</p> <p>Complete a graphic organizer.</p> <p>Timeline from 1607 - 2010</p>
	<p>5. How were other societal groups affected by the growth of the nation?</p>	<p>Examine the role of women, slaves, other societal groups, and education and the efforts to reform.</p>	<p>SS 6.1.8.D.4.b</p>	<p>Complete a graphic organizer.</p>
	<p>How did the rights of Americans (including voting) lead to the expansion of American democracy?</p>	<p>Analyze the expansion of voting rights during the Jacksonian Period.</p>	<p>SS 6.1.8.A.4.c</p>	<p>Timeline from 1607 - 2010</p>

UNIT III: A COUNTRY DIVIDED 1800-1896

Enduring Understanding:

Time Frame	Content/Topic	Observable Proficiencies/Skills	NJCCS/CCS	Performance Benchmarks/Assessments
24 Classes (48 Days)	<p>I Underlying Causes of the American Civil War</p> <p>How did political, economic, geographic, and social (PEGS) changes in the United States lead to conflict?</p>	<p>Analyze the importance of sectionalism and the mounting differences between the North, the South, and the West.</p> <p>Describe the economic differences between the North and the South.</p> <p>Identify global economic factors that influenced the economy of the U.S.</p> <p>Compare and contrast the political and social differences between the North and the South over the issue of slavery.</p> <p>Explain the roots of the reform and abolitionist movements</p>	<p>SS 6.1.8.D.4.a 6.1.8.D.4.b</p> <p>6.1.8.C.4.a 6.1.8.C.4.b</p> <p>6.1.8.A.4.a</p> <p>6.1.8.D.4.b 6.1.8.C.4.c 6.1.8.A.5.a</p> <p>6.1.8.D.4.b 6.1.8.A.5.a</p>	<p>Research Paper</p> <p>Traditional assessments</p> <p>LA CCS W 6.7, 8, 9, 10 L 6. 1, 2, 3, 5, 6 LSS 6. 7, 8, 9</p> <p>21CL 9.1.8.B.2</p>
	<p>II The Civil War Years</p> <p>In what ways was the Civil War a result of complex regional differences involving political, economic, geographic and social issues, as well as different views on slavery?</p>	<p>Identify Union and Confederate States and respective territories</p> <p>Analyze population statistics of the Union and the Confederacy.</p> <p>Compare and contrast the economic and technological differences between the North and the South.</p> <p>Analyze how international opinions and actions influenced the outcome of the War.</p>	<p>6.1.8.B.5.a</p> <p>6.1.8.B.5.a</p> <p>6.1.8.C.4.b 6.1.8.C.4 c</p> <p>6.1.8.D.5.a</p>	

		<p>Compare and Contrast the strengths and weaknesses of the Union and Confederate Military.</p> <p>Identify the major battles and their significance.</p>	<p>6.1.8.D.5.b 6.1.8.D.5.c</p> <p>6.1.8.D.5.b</p>	
	<p>III The Rebuilding of America</p> <p>How was the United States re-structured PEGS after the Civil War?</p> <p>How did the Civil War and Reconstruction have a lasting impact on the development of the United States?</p>	<p>Identify the significance of Lincoln’s re-construction plan and his assassination and Johnson’s plan.</p> <p>Analyze the significance of the 13th, 14th and 15th Amendments in post-Civil War and Modern society.</p> <p>Judge the impact of bias and racism on post-war government and society.</p> <p>Identify the challenges of re-building an economy and infra-structure in a post-war society.</p>	<p>6.1.8.A.5.b</p> <p>6.1.8.D.5.d</p> <p>6.1.8.A.5.a</p> <p>6.1.8.C.5.a 6.1.8.C.5.b</p>	

UNIT IV: ACTIVE CITIZENS IN THE 21ST CENTURY

Enduring Understanding: Students will understand that all societies have rules, laws and governments and that governments can change based on the needs of people, society, and their culture and that citizens can influence government in many ways if they choose to participate.

Time Frame	Content/Topic	Observable Proficiencies	NJCCS/CCS	Performance Benchmarks/Assessments
24 Classes (48 days)	<p>Active citizens in the 21st century: Recognize the causes and effects of prejudice on individuals, groups, and society.</p> <p>Recognize the value of cultural diversity, as well as the potential for misunderstanding.</p> <p>Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.</p> <p>Listens open-mindedly to views contrary to their own.</p> <p>Collaboratively develop and practice strategies for managing and resolving conflict.</p> <p>Demonstrate understanding of democratic values and processes.</p> <p>Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.</p>	<p>Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.</p> <p>Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.</p> <p>Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.</p> <p>Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).</p> <p>Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p>	<p>SS 6.3.8.A.3 SL 6. 1 W 6.7, 9, 10</p> <p>SS 6.3.8.B.1</p> <p>SS 6.3.8.C.1</p> <p>SS 6.3.8.A.1</p> <p>SS 6.3.8.A.2 21CL 9.1.8.A.2 21CL 9.1.8.A.3 21CL 9.1.8.A.4 21CL 9.1.8.B.2</p> <p>SS 6.3.8.D.1</p>	<p>Pen Pal via SKYPE (if technology is available)</p> <p>Eminent Domain Local maps from pre 1700 – present</p> <p>Prepare a classroom budget with \$25,000 and justify spending priorities</p> <p>“Project Citizen”</p> <p>“Project Citizen”</p> <p>“Project Citizen”</p>

	<p>Challenge unfair viewpoints and behavior by taking action.</p> <p>Make informed and reasoned decisions.</p> <p>Accept decisions that are made for the common good.</p>		<p>21CL 9.1.8.A.1 21CL 9.1.8.A.2 21CL 9.1.8.A.4 21CL 9.1.8.B.1 21CL 9.1.8.B.2 21CL 9.1.8.C.1 21CL 9.1.8.C.2</p>	<p>“Project Citizen”</p>
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