

**Union County Educational Services Commission
High School Course Syllabus**

Title: United States History I

Timeline: Full Year; 5 Credits

Course Description:

This course studies the United States from the Age of Exploration through the Civil War. US History I course looks at the very first settlements in America, and the dramatic development of the New World. The course introduces the themes of balance between unity and diversity, the shaping of democracy, the search for opportunity, and the influence of geographical factors through the topics of slavery, revolution, and inalienable human rights.

Scope and Sequence:

- I. Pre-America
- II. Birth of a Nation
- III. The American Civil War and Reconstruction
- IV. Civil Rights Movement

Refer to the attached curriculum map for a detailed outline of course objectives.

Curriculum Alignment:

NJ Student Learning Standards - Social Studies
6.1 US History: American World

Grading Procedures:

Do Now	10%
Participation	20%
Class Assignments	50%
Assessments	20%

Adoption Date:

Union County Educational Services Commission
Curriculum Mapping Format: United States History I

Unit	Unit 1	Unit 2	Unit 3	Unit 4
Length of Unit	10 Weeks	10 Weeks	10 Weeks	10 Weeks
Topics	Pre-America	Birth of a Nation	The American Civil War and Reconstruction	Civil Rights Movement
Essential Question(s)	What are the costs and benefits of exploration and colonization?	What inspires change? What is rights do all humans deserve?	Who defines a nation's values and priorities?	What is required for change to occur?
Big Idea ¹	A Clash of Cultures causes political, social, economic, and geographic change.	The creation of a system of government is based upon the political, social, economic, and geographic values of its creators.	As regions evolve differently, political, social, economic, and geographic conflicts erupt.	Changes in the rights and experiences of the African American Community have been evolving since the Pre-America Era and are based on the political, social, economic, and geographic state of the country instead of human rights.
Standards	<p>6.1.12.A.1.a - Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>6.1.12.A.1.b - Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.B.1.a - Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.</p> <p>6.1.12.C.1.a - Explain how economic ideas and the practices of mercantilism and capitalism</p>	<p>6.1.12.A.2.b - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>6.1.12.A.2.c - Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p>6.1.12.A.2.d - Explain how</p>	<p>6.1.12.A.3.h - Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>6.1.12.A.3.i - Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p>6.1.12.D.3.a - Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.</p> <p>6.1.12.D.3.b - Explain how immigration intensified ethnic and cultural conflicts and complicated</p>	<p>6.1.12.D.4.d - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.D.5.d - Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.A.6.c - Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state</p>

¹ Every unit will focus on the political, social, economic and geographic causes and effects of the topics studied.

	<p>conflicted during this time period.</p> <p>6.1.12.C.1.b - Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.</p> <p>6.1.12.D.1.a - Assess the impact of the interactions and conflicts between native groups and North American settlers.</p>	<p>judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p>6.1.12.A.2.e - Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today’s political parties.</p> <p>6.1.12.B.2.b - Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p>6.1.12.D.2.a - Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p>6.1.12.D.2.b - Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p> <p>6.1.12.D.2.d - Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.</p> <p>6.1.12.D.2.e - Determine the</p>	<p>the forging of a national identity.</p> <p>6.1.12.D.3.c - Assess how states’ rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).</p> <p>6.1.12.A.4.a - Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.</p> <p>6.1.12.A.4.b - Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.</p> <p>6.1.12.A.4.c - Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.B.4.b - Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>6.1.12.C.4.a - Assess the role that economics played in enabling the North and South to wage war.</p> <p>6.1.12.C.4.b - Compare and</p>	<p>and local governmental policies.</p> <p>6.1.12.D.8.b - Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p> <p>6.1.12.A.13.b - Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.B.13.a - Determine the factors that led to migration from American cities to suburbs in the 1950s and 1960s, and describe how this movement impacted cities.</p> <p>6.1.12.C.13.a - Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.</p> <p>6.1.12.D.13.a - Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.13.b - Compare and contrast the leadership and</p>
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		<p>impact of African American leaders and institutions in shaping free Black communities in the North.</p> <p>6.1.12.A.3.a - Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>6.1.12.A.3.b - Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>6.1.12.A.3.e - Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p>	<p>contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>6.1.12.D.4.a - Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.</p> <p>6.1.12.D.4.c - Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.</p> <p>6.1.12.D.4.d - Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p>6.1.12.D.4.e - Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.</p>	<p>ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.</p>
Content	<p>Slave Trade</p> <p>European Exploration</p> <p>Impact on Native Americans</p> <p>Colonization/Geography of the Colonies</p>	<p>Causes and Effects of the Revolution (Political, Economic, Social)</p> <p>Declaration of Independence</p> <p>Constitutional Conventions</p> <p>Role of Different Societal Groups</p> <p>Government (Democratic Republic, Bill of Rights, 3 Branches of Government)</p> <p>Lewis and Clark</p> <p>Trail of Tears</p>	<p>Causes of the Civil War</p> <p>Westward Expansion</p> <p>North v. South Geography</p> <p>Northern v. Southern Economies</p> <p>Debate on Slavery</p> <p>State Rights vs. Federal Control</p> <p>Life During the Civil War</p> <p>Underground Railroad</p> <p>Life on the Battlefield</p> <p>Life at Home</p> <p>Emancipation Proclamation</p> <p>Results of Civil War/Reconstruction</p> <p>13th, 14th and 15th Amendments</p>	<p>WEB DuBois v. Booker T Washington</p> <p>Great Migration</p> <p>Harlem Renaissance</p> <p>Jim Crow Laws</p> <p>Causes and Effects of The Civil Rights Movement</p>

			Freedmen's Bureau KKK	
Skills	<ul style="list-style-type: none"> ● Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned. ● Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape. ● Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena. ● Relate current events to the physical and human characteristics of places and regions. ● Distinguish valid arguments from false arguments when interpreting current and historical events. ● Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias. ● Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection. ● Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience. 			
<i>Holocaust / Amistad Requirement Topic(s)</i>	Trans-Atlantic Slave Trade Life of a Slave	African-American role in war effort 3/5 Compromise	Indian Removal Act, Native American Genocide Sectionalism Jim Crow Rise of KKK Amistad Agreement	The Political, Social, Economic and Geographic changes in the African American Community from Reconstruction through the Civil Rights Movement