



## **United States History I**

**0051**

**5 Credits**

**2021**

## **I. COURSE DESCRIPTION:**

United States History I is a full-year course designed to provide students with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for future educational endeavors and beyond. During the course, students will analyze and examine the political, economic, social, and religious issues that molded this nation from its first permanent settlement of Jamestown in 1607 through many of the events and changes that occurred in the post-Civil War era.

From the colonization of America, students will study how early democratic traditions and basic freedoms were instilled into the core values of inhabitants of the New World. When the American Revolution unfolds and the United States is left to form its own government, an understanding of the relevance and importance of those values and freedoms is stressed. As America moves forward into the 19th century, the split in our nation's values and practices, most demonstrated through issues of slavery and immigration, are highlighted. Even as industrialization and expansion make the U.S. powerful, the students will come to see that those inherent cracks will result in Civil War, and soon thereafter, a new rebirth of the core values upon which our nation was founded.

History is much more than facts and dates to remember. It is an ever-changing discipline. Therefore, students will learn and practice critical thinking, synthesizing and analyzing skills to discover that while the American experiment has been a great success, the people and leaders of the United States have not always been ethical, nor have they fully acted in a manner intended by the founding fathers. A course goal is to relate such lessons to current events and to students' own lives in order to teach that one must learn from history the true essence of the human experience. Further skill building to help students in future academic endeavors and beyond will come through the use of maps, charts, timelines and other visual aids along with practice in creating power points, outlining and essay writing.

## II. Units

|   |   |                 |           |
|---|---|-----------------|-----------|
| <b>Content Area:</b>  | <b>U.S History I</b>                          | <b>Grade(s)</b> | <b>11</b> |
| <b>Unit Plan Title:</b>   | Era 1 Colonization and Settlement (1585–1763) |                 |           |
| <b>NJSLS Standard(s) Addressed in this unit</b>   |   |                 |           |
| <p>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.</p> <p>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.</p> <p>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).</p> <p>6.1.12. EconGE.1. a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>6.1.12. HistoryCC.1. a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</p> |   |                 |           |
| <b>Essential Questions (3-5)</b>  |   |                 |           |
| <p>To what extent was life in early America similar to and/or different from Europe?</p> <p>How were the lives Native Americans affected (. . . disrupted?) by European colonization?</p> <p>Did the need for survival promote unity or division in colonial society?</p> <p>How did geography affect the development of colonial America?</p> <p>To what extent was the colonial experience positive or problematic for the development and future of America?</p> <p>Did colonial society spawn the roots of American democracy?</p> <p>Should slavery be viewed as a regional or a national institution in colonial America?</p> <p>Was colonial America truly a land of opportunity?</p>  |   |                 |           |
| <b>Anchor Text</b>  |   |                 |           |
| <p>Appleby, Joyce, <b><u>United States: History &amp; Geography Modern Times</u></b>. Bothell, WA: McGraw-Hill Education, 2018.<br/>ISBN:978-0-07-668104-1</p>  |   |                 |           |

### **Informational Texts (3-5)**

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)  
Albany Plan of Union 1754  
Proclamation of 1763  
Mayflower Compact 1620  
Bacon's Rebellion image 1676

### **Short Texts (1-3)**

John Winthrop, A City Upon a Hill, 1630  
Discovery Education: Establishing More American Colonies  
Letter from John Smith 1608

### **Formative & Summative Assessments**

#### **Formative**

Colonizing America Interactive Notebooks  
Columbian Exchange thesis creation  
Primary source documents analysis  
Canvas Discussion Boards

#### **Summative**

Colonial Life Project  
13 Colonies Map Assessment  
Canvas Discussion Boards  
Exams, Quizzes & Writing assessments

### **Resources (websites, Canvas, LMS (Learning Management System), Google Classroom, documents, etc.)**

Canvas USI Blueprint  
Students of History shared drive  
US History I shared google drive  
<https://sheg.stanford.edu/>  
<https://www.commonlit.org/en>

### **Suggested Time Frame:**

6- 8 weeks (about 2 months)

|  |  |                 |           |
|--|--|-----------------|-----------|
| <b>Content Area:</b>   | <b>U.S History I</b>                             | <b>Grade(s)</b> | <b>11</b> |
| <b>Unit Plan Title:</b>  | Era 2 Revolution and the New Nation (1754–1820s) |                 |           |
| <b>NJSLS Standard(s) Addressed in this unit</b>  |  |                 |           |
| <p>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.</p> <p><b>6.1.12. CivicsPI.2. b:</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.</p> <p><b>6.1.12. CivicsPD.2. a:</b> Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</p> <p><b>6.1.12. CivicsPR.2. a:</b> 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.</p> <p><b>6.1.12. GeoPP.2. a:</b> Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.</p> <p><b>6.1.12. GeoPP.2. b:</b> Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p><b>6.1.12. EconEM.2. a:</b> Explain how the United States economy emerged from British mercantilism.</p> <p><b>6.1.12. EconEM.2. b:</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.</p> <p><b>6.1.12. EconEM.2.c:</b> Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p> <p><b>6.1.12. HistoryCC.2. a:</b> Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.</p> <p><b>6.1.12. HistoryCC.2. b:</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).</p> <p><b>6.1.12. HistoryUP.2. a:</b> 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.</p> <p><b>6.1.12. HistoryUP.2. b:</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.</p> <p><b>6.1.12. HistoryUP.2. c:</b> 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).</p> |  |                 |           |

**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.

### **Essential Questions (3-5)**

Why did Britain attempt tighter control and taxation of Americans after 1763 and why Americans resist these efforts?

Did the Declaration of Independence establish the foundation of American government?

Did the Articles of Confederation provide the United States with an effective government?

Did Great Britain lose more than it gained from its victory in the French and Indian War?

Were the colonists justified in resisting British policies after the French and Indian War?

Was the American Revolution a “radical” revolution?

Was the American War for Independence inevitable?

Could the Constitution be written without compromise?

### **Anchor Text**

Appleby, Joyce, **United States: History & Geography Modern Times**. Bothell, WA: McGraw-Hill Education, 2018.  
ISBN:978-0-07-668104-1

### **Informational Texts (3-5)**

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

The American Reader, Words that moved a Nation. Diane Ravitch. (2000)

Discovery Education: Causes of the American Revolution, Countdown to Independence

### **Short Texts (1-3)**

George Washington’s Farewell Address

NJ Plan and Virginia Plan 1787

Declaration of Independence, 1776

The Constitution, 1787

Jonathan Edwards, “Sinners in the Hands of an Angry God”

Thomas Paine, “Of the Religion of Deism Compared with the Christian Religion”

Benjamin Franklin on George Whitefield

### **Formative & Summative Assessments**

#### **Formative**

American Revolution Interactive Notebooks  
 Canvas Discussion Boards  
 Primary source documents analysis  
**Summative**

Causes of the American Revolution project  
 Exams, Quizzes & Writing assessments

**Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas USI Blueprint  
 Students of History shared drive.  
 US History I shared google drive.  
<https://sheg.stanford.edu/>  
<https://www.commonlit.org/en>

**Suggested Time Frame:** 6- 8 weeks (about 2 months)

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|----------------------|----------------------|-----------------|-----------|
| <b>Content Area:</b> | <b>U.S History I</b> | <b>Grade(s)</b> | <b>11</b> |
|----------------------|----------------------|-----------------|-----------|

|                         |  |
|-------------------------|--|
| <b>Unit Plan Title:</b> | Era 3 Expansion and Reform (1801–1861) |
|-------------------------|--|

**NJSLS Standard(s) Addressed in this unit**

**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. 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. HistoryCC.3. a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

### **Essential Questions (3-5)**

Does state or federal government have a greater impact on our lives? (federalism)

Was George Washington's leadership indispensable in successfully launching the new federal government?

Was the Monroe Doctrine a policy of expansion or self-defense? Or: Was the Monroe Doctrine a "disguise" for American imperialism?

Did the Supreme Court under John Marshall give too much power to the federal government (at the expense of the states)?

How did the United States deal with the issue of Indian tribal sovereignty?

In what ways did westward expansion help and hurt the growth of the United States?

Should the states have the right to ignore the laws of the national government?

Does the United States have a mission to expand freedom and democracy?

### **Anchor Text**

Appleby, Joyce, **United States: History & Geography Modern Times**. Bothell, WA: McGraw-Hill Education, 2018.  
ISBN:978-0-07-668104-1

### **Informational Texts (3-5)**

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)  
Louisiana Purchase, 1803  
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)  
Alexander Hamilton's Opinion on the Constitutionality of the Bank of the U.S. 1791  
Thomas Jefferson's Opinion on the Constitutionality of a National Bank 1791

### **Short Texts (1-3)**

The Missouri Compromise, 1820  
Marbury vs. Madison, 1803  
Discovery Education: Problems over America's Shipping Right; Rush-Bagot Treaty and Convention of 1818; America's Era of Expansion and Reform under Presidents Monroe and J.Q. Adams

### **Formative & Summative Assessments**

#### **Formative**

Louisiana Purchase Investigation  
Expansion & Reform Interactive Notebooks  
Canvas Discussion Boards  
Primary source documents analysis

#### **Summative**

Political Cartoon Creation Project  
Social Reforms Project  
Federalists vs. Anti-Federalists debate  
Exams, Quizzes & Writing assessments

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas USI Blueprint  
Students of History shared drive  
US History I shared google drive  
<https://sheg.stanford.edu/>  
<https://www.commonlit.org/en>

#### **Suggested Time Frame:**

**6- 8 weeks (about 2 months)**

|  |  |                 |           |
|--|--|-----------------|-----------|
| <b>Content Area:</b>   | <b>U.S History I</b>                           | <b>Grade(s)</b> | <b>11</b> |
| <b>Unit Plan Title:</b>  | Era 4 Civil War and Reconstruction (1850–1877) |                 |           |
| <b>NJSLS Standard(s) Addressed in this unit</b>  |  |                 |           |
| <p><b>6.1.12. CivicsDP.4. a:</b> 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.</p> <p><b>6.1.12. CivicsDP.4. b:</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).</p> <p><b>6.1.12. CivicsPR.4. a:</b> 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.</p> <p><b>6.1.12. GeoSV.4. a:</b> Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.</p> <p><b>6.1.12. GeoPP.4. a:</b> Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.</p> <p><b>6.1.12. EconET.4. a:</b> Assess the role that economics played in enabling the North and South to wage war.</p> <p><b>6.1.12. EconNE.4. a:</b> Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p><b>6.1.12. HistoryCC.4. a:</b> 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.</p> <p><b>6.1.12. HistoryUP.4. a:</b> Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.</p> <p><b>6.1.12. HistoryUP.4. b:</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.</p> |  |                 |           |

**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.

### **Essential Questions (3-5)**

Have reformers had a significant impact on the problems of American society?

Can legislative compromises solve moral issues?

Should the South have been treated as a defeated nation or as rebellious states? (a comparison of the presidential and congressional reconstruction programs)

Was the Civil War worth its costs?

Can political freedom exist without an economic foundation?

Was slavery a benign or evil institution?

Can the Supreme Court settle moral issues? (Dred Scott decision)

Was it possible to have a peace of reconciliation after the Civil War?

### **Anchor Text**

Appleby, Joyce, **United States: History & Geography Modern Times**. Bothell, WA: McGraw-Hill Education, 2018.  
ISBN:978-0-07-668104-1

### **Informational Texts (3-5)**

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)

The American Reader, Words that moved a Nation. Diane Ravitch. (2000)

Discovery Education: Compromise of 1850

### **Short Texts (1-3)**

13<sup>th</sup>, 14<sup>th</sup>, & 15<sup>th</sup> amendments

The Gadsden Purchase

The Kansas-Nebraska Act

Uncle Tom's Cabin

Gettysburg Address

Thomas Nast-KKK cartoon analysis

Plessy v. Ferguson-1896

Compromise of 1877

|  |                                    |
|--|------------------------------------|
| <b>Formative &amp; Summative Assessments</b>   |                                    |
| <b>Formative</b><br>Map Analysis<br>Civil War & Reconstruction Interactive Notebooks<br>Canvas Discussion Boards   |                                    |
| <b>Summative</b><br>Causes of the Civil War Project<br>Exams, Quizzes & Writing assessments<br>Primary source documents analysis   |                                    |
| <b>Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)</b>  |                                    |
| Canvas USI Blueprint<br>Students of History shared drive.<br>US History I shared google drive.<br><a href="https://sheg.stanford.edu/">https://sheg.stanford.edu/</a><br><a href="https://www.commonlit.org/en">https://www.commonlit.org/en</a> |                                    |
| <b>Suggested Time Frame:</b>   | <b>6- 8 weeks (about 2 months)</b> |

|   |   |                 |           |
|---|---|-----------------|-----------|
| <b>Content Area:</b>                            | <b>U.S History I</b>  | <b>Grade(s)</b> | <b>11</b> |
| <b>Unit Plan Title:</b>                         | Era 5 The Development of the Industrial United States (1870–1900) |                 |           |
| <b>NJSLS Standard(s) Addressed in this unit</b> |   |                 |           |

**6.1.12. CivicsDP.5. a:** Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans

**6.1.12. EconEM.5. a:** Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.

**6.1.12. GeoPP.5. a:** Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.

**6.1.12. GeoHE.5. a:** Generate/make an evidence-based argument regarding the impact of rapid urbanization on the environment and on the quality of life in cities.

**6.1.12. EconEM.5. a:** Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations.

**6.1.12. HistoryNM.5. a:** Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South.

**6.1.12. HistoryNM.5. b:** Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.

**6.1.12. HistoryCC.5. a:** Evaluate how events led to the creation of labor and agricultural organizations and determine the impact of those organizations on workers' rights, the economy, and politics across time periods.

**6.1.12. HistoryUP.5. a:** Using primary sources, relate varying immigrants' experiences to gender, race, ethnicity, or occupation.

**6.1.12. HistoryCA.5. a:** Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

### Essential Questions (3-5)

Has rapid industrial development been a blessing or a curse for Americans?

Were big business leaders “captains of industry” or “robber barons?”

Has immigration been the key to America’s success?

How involved should the government had been with the rapid industrialization occurring in American during the 19<sup>th</sup> century.

Should business be allowed to combine and reduce competition?

Should business be regulated closely by the government?

Can workers attain economic justice without violence?

### Anchor Text

Appleby, Joyce, **United States: History & Geography Modern Times**. Bothell, WA: McGraw-Hill Education, 2018.

ISBN:978-0-07-668104-1

### **Informational Texts (3-5)**

Eyewitness to America, 500 years of American History in the words of those who saw it Happen. David Colbert. (1998)  
The American Reader, Words that moved a Nation. Diane Ravitch. (2000)  
*Cross of Gold Speech* - - <http://historymatters.gmu.edu/d/5354/>

### **Short Texts (1-3)**

The Impact of Industrialization on workers - <http://www.edteck.com/dbq/dbquest/quest11.htm>  
The Nativist Response to Immigration  
<http://teachers.hfcsd.org/webpages/tnassivera/files/Immigrant%20v%20Nativist%20DBQ213.pdf>American Imperialism -  
<http://www.polkfl.net/staff/teachers/tah/documents/Wright-ImperialismDBQ.pdf>

### **Formative & Summative Assessments**

#### **Formative**

Industrialization Interactive Notebook  
Canvas Discussion Boards  
Primary source documents analysis

#### **Summative**

Robber Barons vs. Captains of Industry Socratic Seminar  
Exams, Quizzes & Writing assessments

### **Resources (websites, Canvas, LMS, Google Classroom, documents, etc.)**

Canvas USI Blueprint  
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#### **Suggested Time Frame:**

**6- 8 weeks (about 2 months)**

### III. Instructional Strategies

Maps, photos, graphs and other visuals  
 Engaging in discussion (whole class/small group)  
 Reading silently and aloud  
 Listening and speaking activities  
 Role playing  
 Watching and responding to media  
 Brainstorming (think-aloud/written)  
 Listing  
 Free writing  
 Revising and editing  
 Participating in small and large groups  
 Researching to make connections to texts and classroom discussions.

Collaborative projects  
 Answering questions (oral/written)  
 Summarizing  
 Debating  
 Analyzing primary and secondary source texts, discussions, etc.  
 Paraphrasing  
 Peer teaching  
 Interviewing (topic specific questioning/collecting data/creating questions that will get the desired response)  
 Debating about controversial topics  
 Note taking/note marking.  
 Drafting/writing

### IV. Scope and Sequence

I = Introduced D = Developed R= Reinforced

|         | Skills to be learned   |
|---------|--|
| I, D, R | Explain the development of the American colonies and examine the democratic principles that advanced throughout the regions.   |
| I, D, R | Describe the important economic principles and changes established during the years from 1607- 1861.   |
| I, D, R | Evaluate the causes of the American Revolution and examine the relationship of the various socioeconomic groups during the preRevolutionary period   |
| I, D, R | Explain the origins and interpret the continuing influence of key principles embodied in the U.S. Constitution while understanding how current models of democracy and politics continue to develop. |
| I, D, R | Analyze the difficult plights that immigrants, African Americans, and women faced and their roles in shaping America and develop a respect for the history and cultural values of others.            |
| I, D, R | Demonstrate an understanding of U.S. foreign policy, expansionism, and the rise of sectionalism.   |
| I, D, R | Evaluate the conflicting attitudes and events that led to the American Civil War   |

|         |  |
|---------|--|
| I, D, R | Analyze the consequences and effects of the American Civil War.  |
| I, D, R | Understand the economic and social effects of the end of slavery, the new Industrial Revolution, post-Civil War business practices and unprecedented immigration.                  |
| I, D, R | Demonstrate map, graph and chart skills and the ability to interpret and apply social, political, religious and economic data through essays, power points and oral presentations. |
| I, D, R | Refine historical thinking skills, analyzing, synthesizing and essay writing.  |

## V. Course Textbook, Instructional Resources & Software

Appleby, Joyce, **United States: History & Geography Modern Times**. Bothell, WA: McGraw-Hill Education, 2018.  
ISBN:978-0-07-668104-1

\*Additional readings and current event articles will be distributed to supplement material discussed in class.

## VI. Student Handout

United States History I is a full-year course designed to provide students with content, practical knowledge of U.S. history, practice in critical thinking activities, and experience in effective writing techniques that will better prepare them for future educational endeavors and beyond. During the course, students will analyze and examine the political, economic, social, and religious issues that molded this nation from its first permanent settlement of Jamestown in 1607 through many of the events and changes that occurred in the post-Civil War era.

From the colonization of America, students will study how early democratic traditions and basic freedoms were instilled into the core values of inhabitants of the New World. When the American Revolution unfolds and the United States is left to form its own government, an understanding of the relevance and importance of those values and freedoms is stressed. As America moves forward into the 19th century, the split in our nation's values and practices, most demonstrated through issues of slavery and immigration, are highlighted. Even as industrialization and expansion make the U.S. powerful, the students will come to see that those inherent cracks will result in Civil War, and soon thereafter, a new rebirth of the core values upon which our nation was founded.

History is much more than facts and dates to remember. It is an ever-changing discipline. Therefore, students will learn and practice critical thinking, synthesizing and analyzing skills to discover that while the American experiment has been a great success, the people and leaders of the United States have not always been ethical, nor have they fully acted in a manner intended by the founding fathers. A course goal is to relate such lessons to current events and to students' own lives in order to teach that one must learn from history the true essence of the human experience. Further skill building to help students in future academic endeavors and beyond will come through the use of maps, charts, timelines and other visual aids along with practice in creating power points, outlining and essay writing.

## STUDENT PROFICIENCIES

Understand the colonial period and how traditions of basic freedoms were instilled in America.

Summarize the American Revolution and early challenges this nation faced.

Explain the origins of key principles embodied in the U.S. Constitution and analyze the roles of the individual and government in a fair and functional society under the Constitution.

Describe the growth of party politics and the rise of a mass democracy.

Summarize important economic principles and developments in industry and their impacts on both Americans and on foreign policy from the 1600's through the latter 1800's.

Explain the physical expansion of the U.S. and the sectionalism and growing pains that developed.

Evaluate attitudes and actions taken towards women, African Americans, and immigrants and relationships of various socioeconomic groups.

Explain the U.S. foreign policy, expansionism and the rise of sectionalism and evaluate the conflicting attitudes and events that led to America's Civil War.

Summarize the Civil War and measures taken to reconstruct the nation and its people.

Assess the impact of urbanization and technological advancements on American's way of life.

Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

Understand the economic and social effects of the end of slavery, the new Industrial Revolution, post-Civil War business practices and unprecedented immigration to America.

Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.

Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods.

Compare and contrast economic development of the North, South, and West in the post-Civil War period.

Demonstrate map, graph and chart skills and the ability to interpret and apply social, political, religious and economic data through essays, power points and oral presentations.

Refine historical thinking skills, analyzing, synthesizing and essay writing.