

Revised: Jennifer Gurick
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Department: Social Studies
Course Title: HONORS UNITED STATES HISTORY I

September

Essential Questions	<ol style="list-style-type: none"> 1. Who were the first European explorers of America and why did they seek new trade routes? 2. What was the impact of the Columbian exchange after the discovery of America was made? 3. What was the status of the American Indian before and after contact was made?
Content	<ol style="list-style-type: none"> 1. Early man to pre-Columbian exploration. 2. The first Native American tribes and cultures. 3. The economic reasons why Europeans sought new trade routes to the Far East. 4. European navigational improvements. 5. European explorers and their discoveries. 6. The rise of science and reason and its effect on religion. 7. The impact of the European invasion of America. 8. The Columbian exchange and genocide of the American Indian. 9. The Spanish, Portuguese, French, English, Dutch and Swedish colonies in America. 10. Indentured servitude and the African slave trade.
Skills	<ol style="list-style-type: none"> 1. Locate Europe, Africa, Asia and the Americas on a world map, including the first and subsequent trade routes. Also examine early man and his migration to the Americas. 2. List the major Native American tribes and cultures. 3. Examine the major European explorers and what they discovered. Also evaluate the lifelong impact of their discoveries, conquests, and colonizations. 4. Compare and contrast the differences in the Spanish, French and English approaches to colonization and locations in the Americas. 5. Examine all European treatment of the Native American Indians. 6. Focus on New Jersey's colonization and routes. 7. Analyze the slave trade and its impact on African and American History. Also examine the triangular trade routes.
NJ Core Content Standards	6.1, 6.2, 6.3, 6.4
Assessments	Tests/Quizzes Essays Debates/Discussions Oral Projects Mapping

	Biographical readings
Resources	Textbook: <i>The American Republic to 1877</i> - Publisher: McGraw Hill 2007 Computer Lab
Interdisciplinary Connections	Students will be able to locate countries relating to Geography and write formal essays and short answers relating to English. Students will also be able to research countries using Technology and the Computer lab. With the Christopher Columbus debate, students will be able to debate Ethics and Psychological backgrounds and values of ancient people.

October

Essential Questions	<ol style="list-style-type: none"> 1. What were the original 13 British colonies? 2. What were the main differences between the Pilgrims and Puritans of Massachusetts? 3. What were the economic and political reasons for the French and Indian War? 5. What were the main outcomes of the French and Indian war that lead to problems between the Americans and British monarchy?
Content	<ol style="list-style-type: none"> 1. The role of slavery in the 18th Century. 2. Types of English colonies and lifestyle in the Americas. 3. The Pilgrims and Puritans of Massachusetts and their Native American interaction. 4. The differences between the Enlightenment and the Great Awakening and how their impact lead to more colonization in the Americas. 5. The causes, origins, events and results of the French and Indian War.
Skills	<ol style="list-style-type: none"> 1. Locate the original 13 British colonies on a map. 2. Contrast Pilgrim and Puritan interaction with Native Americans. 3. Explain colonial lifestyle while still under English rule. 4. Explain the cultural differences between the European Enlightenment and the Great Awakening and discuss their effects on the Americas.
NJ Core Content Standards	6.4
Assessments	Tests/Quizzes Essays Debates/Discussions Oral Projects Mapping Biographical readings
Resources	Textbook: <i>The American Republic to 1877</i> - Publisher:

	McGraw Hill 2007 Computer Lab
Interdisciplinary Connections	Students will be able to locate European countries that colonized the Americans relating to Geography and write formal essays and short answers relating to English. Students will be able to research life in the 13 English colonies using the Computer Lab and other Technological resources. Through Scientific and Psychological analysis, students will be able to learn about the Great Awakening and the Scientific Revolution taking place in Europe, which effected colonization in the Americas.

November

Essential Questions	<ol style="list-style-type: none"> 1. What were the major causes/problems between the Americans and British that caused such intense hostilities? 2. What were the main battles and participants of the American Revolution? 3. What “Americanized” the British colonists and what philosophical and economic ideas led to the formulation of the Declaration of Independence?
Content	<ol style="list-style-type: none"> 1. The first and second Continental Congress. 2. The idea of Loyalist versus Patriot. 3. The causes of the American Revolution – specifically British taxes, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts. 4. The people of the Revolution with specific focus on Washington, Cornwallis, Jefferson, Franklin, and Henry. 5. Thomas Paine’s “Common Sense” and Patrick Henry’s “Give me liberty or give me death” works. 6. The early battles of the Revolution focusing on the battles of Lexington and Concord, Bull Run, Trenton, Philadelphia, and Saratoga. 7. The role of women and African Americans during the war.
Skills	<ol style="list-style-type: none"> 1. Debate the justification for the American rebellion for economic and political reasons. 2. Assess the impact of George Washington and others on American/World History. 3. Analyze major works from writers of the time and their impact on the Revolution. 4. Compare and contrast major advantages and disadvantages for both American and British soldiers. 5. List major events, outcomes, and social impacts of the early battles of the Revolution. 6. List and analyze the inconsistencies between slavery and U.S. democratic principles as outlined in the Declaration of

	Independence.
NJ Core Content Standards	6.4
Assessments	Tests/Quizzes Essays Debates/Discussions Oral Projects Mapping Biographical readings
Resources	Textbook: <i>The American Republic to 1877</i> - Publisher: McGraw Hill 2007 Computer Lab Movie – “National Treasure” - to describe the drafting of and security around the Declaration of Independence
Interdisciplinary Connections	Students will be able to locate American Revolution battle sites relating to Geography and write formal essays and short answers relating to English. Students will be able to also research the Declaration of Independence and the U.S. Constitution using Technology and the Computer lab. With the Patriot versus Loyalist debate, students will be able to debate Ethics and Psychological backgrounds and values of Revolutionary people.

December

Essential Questions	<ol style="list-style-type: none"> 1. What were the final battles of the American Revolution that lead to the surrender of Cornwallis and the British military? 2. What were the strengths and weaknesses of the Articles of Confederation and how did they eventually lead to the U.S. Constitution? 3. What was George Washington’s role in the Revolution and the years after? 4. How did the three-fifths compromise eventually lead to sectional problems? 5. What were the major economic and social problems faced after the Revolution?
Content	<ol style="list-style-type: none"> 1. Last major battles of the American Revolution including Valley Forge, Saratoga, and Yorktown. 2. How the French-American alliance ultimately trapped Cornwallis into surrendering his army. 3. Economic, slave, and social problems faced for the new American nation. 4. The strengths and weaknesses of the Articles of Confederation.
Skills	<ol style="list-style-type: none"> 1. Explain how Cornwallis’s army was trapped at the Battle of Yorktown which ultimately lead to his surrender in the Revolution. 2. Analyze Washington’s Farewell Address and his warnings for the new nation.

	<p>3. Explain the main problems the young American nation faced immediately after the Revolution.</p> <p>4. Compare the Articles of Confederation to today's current U.S. Constitution.</p>
NJ Core Content Standards	6.4
Assessments	<p>Tests/Quizzes</p> <p>Essays</p> <p>Debates/Discussions</p> <p>Oral Projects</p> <p>Mapping</p> <p>Biographical readings</p>
Resources	<p>Textbook: <i>The American Republic to 1877</i>- Publisher: McGraw Hill 2007</p> <p>Computer Lab</p> <p>Movie - "The Patriot" to show American Revolution lifestyle, relations, battles, and outcome.</p>
Interdisciplinary Connections	<p>Students will be able to locate American Revolution battle sites relating to Geography and write formal essays and short answers relating to English. Students will also be able to research the Declaration of Independence and the U.S. Constitution using Technology and the Computer lab.</p>

January

Essential Questions	<ol style="list-style-type: none"> 1. What were the key differences separating the Anti-federalists and the Federalists? 2. What was the purpose of the U.S. Bill of Rights? 3. What were some of the main problems Americans faced once they started their new country in reference to economics, politics and social aspects? 4. Who were the first major American presidents and what was their lifelong effect on the nation?
Content	<ol style="list-style-type: none"> 1. Antifederalist and Federalist feelings, beliefs, and actions. 2. The U.S. Bill of Rights, the U.S. Constitution, branches of the U.S. government, and the checks and balances on the Constitution. 3. Washington's Presidency, Cabinet, and farewell address. 4. The emergence of new political parties (Democratic-Republicans and Federalists) 5. Thomas Jefferson's presidency (early years) and the Louisiana Purchase.
Skills	<ol style="list-style-type: none"> 1. Examine the differences between Antifederalist, Federalist and Democratic-Republican political parties. 2. Analyze George Washington's Farewell Address and his particular warnings to his countrymen. 3. Research the U.S. Bill of Rights and U.S. Constitution and reasoning for each Right and Article in the Constitution. 4. Explain Jefferson's reasons for purchasing the Louisiana

	Territory and Lewis and Clark's exploration of the area.
NJ Core Content Standard	6.4 E-F
Assessment	Tests/Quizzes Essays Debates/Discussions Mapping Biographical readings
Resources	Textbook: <i>The American Republic to 1877</i> - Publisher: McGraw Hill 2007 Computer Lab Movie – School House Rock to illustrate the Bill of Rights and Louisiana Purchase.
Interdisciplinary Connections	Students will be able to locate the boundaries of the new "United States" using Geography and write short essays and stories relating to the early American time period, which relates to English. With the analysis of the U.S. Constitution and George Washington's Farewell Address, students will be able to examine the Psychological backgrounds and values of Revolutionary people.

February

Essential Questions	<ol style="list-style-type: none"> 1. What was the reasoning for Jefferson's purchase of the Louisiana Territory and Lewis and Clark's findings of the area. 2. What were the major causes, battles and outcomes of the War of 1812? 3. How did the Marbury vs. Madison court case affect Adams and Jefferson's presidencies? 4. Why did 19th century Americans move West and what were their findings? 5. Who were the major men representing Sectionalism in the U.S.? 6. What was the outcome of the election of 1824 and why did it cast a shadow over Adams' presidency? 7. What were the major categories of Andrew Jackson's presidency?
Content	<ol style="list-style-type: none"> 1. Jefferson's presidency, the Louisiana Territory Purchase, and Lewis and Clark's exploration of the land. 2. The War of 1812 – battles, people, outcome. 3. Adams and Jefferson's presidency relating to the Marbury vs. Madison court case. 4. United States Sectionalism relating to Henry Clay, John Calhoun, and Daniel Webster. 5. 1824 and 1828 elections – candidates, propaganda, and outcome. 6. Categories of Andrew Jackson's presidency.

Skills	<ol style="list-style-type: none"> 1. Examine Jefferson’s reasoning and timeline of purchasing the Louisiana Territory, Lewis and Clark’s findings in the area, and the Purchase’s effect on the United States. 2. Examine the War of 1812 – discuss its major commanders, battles, outcomes, and effects on the United States. 3. Analyze Jefferson’s presidency – the Louisiana Purchase and the Marbury vs. Madison court case. 4. Define United States Sectionalism with reference to Clay, Calhoun, and Webster and each area of the country they represented. 5. Analyze the 1824 and 1828 elections, the Corrupt Bargain, and the beginning of Andrew Jackson’s presidency.
NJ Core Content Standard	6.4F
Assessment	<p>Tests/Quizzes</p> <p>Essays</p> <p>Debates/Discussions</p> <p>Mapping</p> <p>Biographical readings</p>
Resources	<p>Textbook: <i>The American Republic to 1877</i>- Publisher: McGraw Hill 2007</p> <p>Computer Lab</p> <p>Movie – School House Rock to illustrate the Louisiana Purchase; The Rosa Parks Movie for Black History Month</p>
Interdisciplinary Connections	<p>Students will be able to locate the boundaries of the Louisiana Purchase and illustrate Lewis and Clark’s route of exploration using Geography. They will be able to write short essays and illustrate court cases relating to the Marbury vs. Madison case, which relates to English and Law. With the research of the 1828 election, students will be able to use the Computer Lab and other Technological resources available to show the nation’s sentiments during that time period.</p>

March

Essential Questions	<ol style="list-style-type: none"> 1. What were the three main categories of Andrew Jackson’s presidency? 2. What were the characteristics of the Indian Removal Act, Jackson’s Bank Veto, and the spoils system? 3. What was the cause of the Panic of 1837? 4. What is the definition of Manifest Destiny and why did people of the mid 1800’s travel out west? 5. What was the Gold Rush? 6. What were the major reform movements of the early-mid 1800’s and what people were involved in each movement?
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Content	<ol style="list-style-type: none"> 1. Andrew Jackson's presidency including the Indian Removal Act, the spoils system, and the Bank Veto. 2. Martin van Buren's presidency and the Panic of 1837. 3. The definition of Manifest Destiny including the Gold Rush and people's move west.
Skills	<ol style="list-style-type: none"> 1. Examine Andrew Jackson's early life and how he came to be elected president. 2. Name the categories of Andrew Jackson's presidency and debate whether or not he truly was a good president. 3. Explain the causes of the Panic of 1837 and compare it to current economic situations in our country. 4. Explain Manifest Destiny and how Americans believed they had a right to expand. 5. Examine a person's travels out west and the difficulties they faced. 6. Identify the major reform movements that took place in the 1800's including education, religion, alcohol, and the women's reform movement. 7. List the first abolitionists with relation to the Underground Railroad and Harriet Beecher Stowe's "Uncle Tom's Cabin".
NJ Core Content Standard	6.4F
Assessment	<p>Tests/Quizzes</p> <p>Essays</p> <p>Debates/Discussions</p> <p>Mapping</p> <p>Biographical readings</p> <p>Political Cartoons</p>
Resources	<p>Textbook: <i>The American Republic to 1877</i>- Publisher: McGraw Hill 2007</p> <p>Computer Lab</p> <p>Movie - Uncle Tom's Cabin</p>
Interdisciplinary Connections	Students will be able to locate the states in which the Indian Removal act took place using Geography. They will be able to analyze political cartoons and debate Jackson's presidency relating to Law classes. Students will be able to use current technology and news to discuss the financial problems that took place in 1837 which incorporates Economics.

April

Essential	1. What were the major advancements and technological inventions created in the early 19 th century?
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Questions	<ol style="list-style-type: none"> 2. Which major groups immigrated to the United States in the 1800's and what were their reasons for migrating? 3. Which group of people was the major subject of slavery and how were these people treated once in the Americas? 4. What were the main stipulations of the Compromise of 1850? 5. What were the problems that lead directly to the Civil War including the Kansas-Nebraska Act, the Caning of Charles Sumner and the Dred Scott decision?
Content	<ol style="list-style-type: none"> 1. Early 19th century inventions including the clipper ship, John Deere inventions, and farming tools. 2. German and Irish immigration and the causes of their immigration. 3. Slavery, slave songs, and slave life in the Americas. 4. The Compromise of 1850 and the statehood of California. 5. The Kansas-Nebraska Act and Stephen Douglas's decision to Compromise. 6. The Dred Scott decision and its major impact on slavery and how people viewed it in America.
Skills	<ol style="list-style-type: none"> 1. List new 19th century advancements and inventions. Also explain the impact of these inventions on the Northern and Southern economies. 2. Identify immigrants of the 19th century and their reasons for entering the United States. Also examine their lifestyle while in the U.S. 3. Explain a slave's lifestyle, identify slave songs, and examine "Uncle Tom's Cabin's" impact on American society. 4. List the stipulations of the compromise of 1850, the Kansas-Nebraska Act, and the Dred Scott decision.
NJ Core Content Standard	6.4F
Assessment	<p>Tests/Quizzes</p> <p>Essays</p> <p>Debates/Discussions</p> <p>Mapping</p> <p>Biographical readings</p>
Resources	<p>Textbook: <i>The American Republic to 1877</i>- Publisher: McGraw Hill 2007</p> <p>Computer Lab</p> <p>Movie - Uncle Tom's Cabin</p>
Interdisciplinary Connections	<p>Students will be able to locate the states in which the Indian Removal act took place using Geography. They will be able to analyze political cartoons and debate Jackson's presidency relating to Law classes. Students will be able to use current technology and news to discuss the financial problems that took place in 1837 which incorporates Economics.</p>

May

Essential Questions	<ol style="list-style-type: none">1. What was the outcome of the 1860 election and what impact did this have on American life?2. What were the events that took place at Harper's Ferry, Virginia?3. What were the long-term and immediate causes of the Civil War?4. What advantages and disadvantages did the Union and Confederacy possess going into the Civil War?5. What were the strategies of the Union and Confederacy for winning the Civil War?6. What were the key battles during the Civil War?7. What events and factors led to the Union victory?
Content	<ol style="list-style-type: none">1. Outcome of the election of 1860 and discussion of the events at Harper's Ferry Virginia.2. Causes and Effects of the Civil War – in the United States and world wide.3. Strengths and Weaknesses of Union and Confederacy4. Chronology of events during the Civil War
Skills	<ol style="list-style-type: none">1. List the candidates and outcome of the 1860 election and other events that lead to the start of the Civil War.2. Examine causes of the Civil War and list effects the War had on the nation.3. Identify the strengths and weaknesses of the Union and Confederacy.4. List the major battles that took place during the American Civil War.5. Debate the issue of slavery, but more importantly the issue of state's rights.
NJ Core Content Standard	6.4F
Assessment	Tests/Quizzes Essays Debates/Discussions Mapping Biographical readings
Resources	Textbook: <i>The American Republic to 1877</i> - Publisher: McGraw Hill 2007 Computer Lab Movie – Uncle Tom's Cabin; "10 Days that Unexpectedly changed America (Antietam)"; Sherman's March video.
Interdisciplinary Connections	Students will be able to locate the Union and Confederate States during the Civil War using Geography. Students will

	be able to write a biographical essay on someone involved during the Civil War time period which incorporates English. Students will be able to debate the issue of state's rights and the issue of slavery which incorporates Law, Ethics, and Technology with the Computer Lab.
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June

Essential Questions	<ol style="list-style-type: none"> 1. What policies were proposed during the Presidential phase of reconstruction? 2. What factors led to the rise of the Radical Republicans and the start of Congressional Reconstruction? 3. What policies were passed and implemented by the Radical Republicans during the Reconstruction Era? 4. What factors led to the end of the Reconstruction Era? 5. How did southern states try to reverse the changes made during the Reconstruction Era after it ended? 6. Who was the first president impeached and why was he brought up on federal charges?
Content	<ol style="list-style-type: none"> 1. Lincoln and Johnson's Plan for Reconstruction 2. Radical Republican Reconstruction 3. Factors ending Reconstruction 4. The South after Reconstruction 5. Andrew Johnson's impeachment process
Skills	<ol style="list-style-type: none"> 1. List the definition of Reconstruction. 2. Identify each person, or group of people's ideas for Reconstruction. 3. Explain Andrew Johnson's impeachment trial and the outcome. 4. Examine the South after Reconstruction officially ended.
NJ Core Content Standard	6.4F
Assessment	<p>Tests/Quizzes</p> <p>Essays</p> <p>Debates/Discussions</p> <p>Mapping</p> <p>Biographical readings</p>
Resources	<p>Textbook: <i>The American Republic to 1877</i>- Publisher: McGraw Hill 2007</p> <p>Computer Lab</p> <p>Movie – "National Treasure 2" – to show Lincoln's assassination</p>
Interdisciplinary Connections	Students will be able to write in depth analyses on each Reconstruction plan and choose which one they think suits the South the best which relates to English.

	Students will be able to also research Reconstruction outcomes and Johnson's impeachment using the computer lab and Technological resources.
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