

Orange School District



American History
I

Curriculum Guide
2011 Edition

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Philosophy

The American History I curriculum is designed to move Orange students into the 21st Century with an awareness of the impact globalization, technology, and human interaction will have on their lives. Students will explore historical connotations, patterns of society, political implications, and relevant issues that affect their lives and their environment. It is the purpose of this course to prepare students to perform at higher levels of historical study, in school and beyond. The ultimate goal of this course is to educate students to become informed citizens of the global community.

Course Description

U.S. History I - Colonization to the Civil War - Students examine the historical and intellectual origins of the United States during the Revolutionary and Constitutional eras. They learn about the important political and economic factors that contributed to the outbreak of the Revolution as well as the consequences of the Revolution, including the writing and key ideas of the U.S. Constitution. Students also study the basic framework of American democracy and the basic concepts of America government such as popular sovereignty, federalism, separation of powers, and individual rights. Students study America's westward expansion, the establishment of political parties, and economic and social change. Finally, students will learn about the growth of sectional conflict, how sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

Content Outline

Colonization and Settlement (1585-1763)

- SEuropean motivation for settlement of the Americas
- Tracing the roots of representative democracy as they developed in the colonies
- How the institution of slavery reshaped European and African life
- The pattern of conflicts that developed between Europeans and indigenous people of the Americas
- The development of uniquely “America” economic, political. social and religious institutions that developed in the colonies and account for inter-colonial disputes involving these
- The limits and rewards of colonial democracy with respect to class, race, gender, religion and property
- The impact of The Great Awakening pre-revolutionary society

Revolution and the New Nation (1754-1820)

- The causes of the American Revolution
- The principles articulated in the Declaration of Independence
- The impact of the American Revolution on politics and the economy
- The Revolution’s effects on different social and racial groups
- How the practices of government created during the revolution were revised to create our current federal system
- The development of our two-party system

Expansion and Reform (1801 - 1861)

- Students will apply knowledge of geographic skills to describe US territorial expansion between 1801 and 1861
- The international background and consequences of the Louisiana purchase the war of 1812, and the Mexican –American war
- The ideology of Manifest Destiny
- The impact of the industrial revolution on the expansion of slavery
- The features of early 19th century urbanization
- The impact of the industrial revolution and the hardening of sectional relations
- How Americans strived to reform society and create a distinct American culture
- The impact of changing roles and ideas of women reformers
- Students will analyze African –American survival strategies and the abolition movement

Civil War and Reconstruction (1850 – 1870)

- The competing economic agendas of the nation’s three sections
- The causes of the Civil War
- Northern and southern readiness for war

- How the war impacted the nation's three sections
- The differing plans for reconstruction of the south
- Ways in which African Americans laid the foundation for the struggle for human rights
- The successes and failures of Reconstruction
- The system of Jim Crow that developed throughout the south

NJCCCS for Social Studies

The revised New Jersey Core Curriculum Content Standards for Social Studies provide the foundation for creating local curricula and developing meaningful assessments. The revised standards are as follows:

- **Standard 6.1 U.S. Histories: America in the World.**

All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

- **Standard 6.2 World History/Global Studies.**

All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

- **Standard 6.3 Active Citizenship in the 21st Century.**

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

Four strands frame the content within each standard: (A) Civics, Government, and Human Rights; (B) Geography, People, and the Environment; (C) Economics, Innovation, and Technology; and (D) History, Culture, and Perspectives.

Social Studies Education in the 21st Century

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of

understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

Mission: *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

Vision: An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the [National Center for History Education](#), [National Council for Social Studies](#), [National Council for Geographic Education](#), [Center for Civic Education](#), [National Council on Economic Education](#), [Mid-Continent Research on Education and Learning](#), [National Assessment of Educational Progress](#), and the [Partnership for 21st Century Skills](#).

Social studies instruction occurs throughout the P-12 spectrum:

- At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.
- In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.
- In grades **5-8**, students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today's global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.
- In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

The Role of Essential Questions Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

NATIONAL STANDARDS FOR AMERICAN HISTORY

National Center for History in the Schools - UCLA

	AMERICAN HISTORY I
<u>Era 1</u> <u>Three Worlds</u> <u>Meet</u> <u>(Beginnings to 1620)</u>	<p><u>Standard 1</u>: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450</p> <p><u>Standard 2</u>: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples</p>
<u>Era 2</u> <u>Colonization and Settlement (1585-1763)</u>	<p><u>Standard 1</u>: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean</p> <p><u>Standard 2</u>: How political, religious, and social institutions emerged in the English colonies</p> <p><u>Standard 3</u>: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the America</p>
<u>Era 3</u> <u>Revolution and the New Nation (1754-1820s)</u>	<p><u>Standard 1</u>: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory</p> <p><u>Standard 2</u>: The impact of the American Revolution on politics, economy, and society</p> <p><u>Standard 3</u>: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights</p>
<u>Era 4</u> <u>Expansion and Reform (1801-1861)</u>	<p><u>Standard 1</u>: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans</p> <p><u>Standard 2</u>: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions</p> <p><u>Standard 3</u>: The extension, restriction, and reorganization of political democracy after 1800</p> <p><u>Standard 4</u>: The sources and character of cultural, religious, and social reform movements in the antebellum period</p>
<u>Era 5</u>	<p><u>Standard 1</u>: The causes of the Civil War</p>

<u>Civil War and Reconstruction (1850-1877)</u>	<u>Standard 2</u> : The course and character of the Civil War and its effects on the American people <u>Standard 3</u> : How various reconstruction plans succeeded or failed
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Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
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U.S. History I

<ul style="list-style-type: none"> • Standard 6.1 U.S. History: America in the World. <i>All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</i> • Standard 6.2 World History/Global Studies. <i>All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</i> • Standard 6.3 Active Citizenship in the 21st Century. <i>All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.</i> 		
Colonization How did regional geography affect the development of Native American cultures? How did advancements during the Renaissance lead to European exploration? What were the main causes	Understanding European motivation for settlement of the Americas Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.	Explain the early relationship of the English settlers to the indigenous peoples, or Indians, in North America, including the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). Identify the major leaders and groups responsible for the founding of the original colonies in North America. Identify the links between the political principles and practices developed in ancient Greece and such political institutions and practices as written constitutions and town meetings of the

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
<p>of English settlement in North America?</p> <p>How did development of the English colonies form distinct regions?</p> <p>What contributed to the diversity of the 13 English colonies?</p> <p>How did the relationship between Britain and its colonies begin to disintegrate after the mid-1700s?</p> <p>What led to the American Revolution and the establishment of the United States?</p> <p>How did the American colonists win the war for independence against Britain?</p> <p>How did the Revolution change society in America?</p>	<p>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>Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.</p> <p>Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p> <p>Content Statement (Big Idea): North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.</p> <p>The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.</p>	<p>Puritans.</p> <p>Explain the reasons that the language, political institutions, and political principles of what became the United States of America were largely shaped by English colonists even though other major European nations also explored the New World</p> <p>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>Analyze how gender, property ownership, religion, and status affected political rights</p> <p>Examine the political birth of the United States and demonstrate a deep understanding of its global impact</p> <p>Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
	<p>The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights.</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>Analyze how gender, property ownership, religion, and status affected political rights</p> <p>Examine the political birth of the United States and demonstrate a deep understanding of its global impact</p> <p>Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World</p> <p>Discuss the reaction of African Americans, Native Americans and women to the revolution and its by-product.</p> <p>Judge the overall success of the British settlements in North America.</p> <p>Evaluate where you would create a 14th colony and why. Give logical reasons related to economic, political, religious issues.</p> <p>Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>Reconstruct the pattern of conflicts that developed between Europeans and indigenous people of the</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
		<p>Americas</p> <p>Explain the consequences to Native American groups of the loss of their land and people</p> <p>Trace the development of uniquely “America” economic, political, social and religious institutions that developed in the colonies.</p> <p>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 and political development in the American colonies.</p> <p>Evaluate the limits and rewards of colonial democracy with respect to class, race, gender, religion and property (slavery).</p> <p>Judge and explain the philosophical influences on the writers of the Declaration of Independence.</p> <p>Examine the political birth of the United States and demonstrate a deep understanding of its global impact.</p> <p>Explain how these Constitutions affect the students' day-to-day lives. Understand their basic civil rights and the overall rights as Americans.</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
		Demonstrate a basic understanding of economic and banking principles and how those principles affect our society.
	<p>Evaluate the importance of the Declaration of Independence, the Constitution, and the spread of democracy around the world.</p> <p>Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.</p> <p>Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.</p> <p>Relate events in Europe to the development of American trade and American foreign and domestic policies</p>	<ul style="list-style-type: none"> • Develop significant and meaningful social studies v • Examine foreign revolutions and constitutions that were shaped and or motivated by the Americ <p>Examine the roots of Republicanism and dissect the philosophical clashes with the state rights philosophy.</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
	<p>Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.</p> <p>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>Analyze how the United States has attempted to account for regional differences while also striving to create an Ar identity.</p> <p>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>Understand the how legislation is use to deal with political and or social issues.</p> <p>Discuss Hamilton's economic program and ideas that shape the United States policies domestically and internationally.</p> <p>Understand the United States initial position within a global economy and the events that led the United States to becoming a superpower.</p> <p>Examine the development of the judicial branch and its place within the system of checks and balances.</p> <p>Outline the emergence of the political system within the United States and it place within the world.</p> <p>Debate how the United States position itself to become a superpower within the region.</p> <p>Examine how nations are intertwined in commerce, politics and common interest.</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
		<p>Categorize the impact of the American foreign policy during the period under study.</p> <p>Judge the fairness, effectiveness, and moral implications of any slavery system</p>
The Political, Intellectual, and Economic Growth of the Colonies, 1700-1775	<p>North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.</p> <p>Gender, property ownership, religion, and legal status affected political rights</p>	<p>On a map of North America, identify the first 13 colonies and describe how regional differences in climate, types of farming, populations, and sources of labor shaped their economies and societies through the 18th century.</p> <p><input type="checkbox"/> Explain the importance of maritime commerce in the development of the economy of colonial Massachusetts, using the services of historical societies and museums as needed.</p> <p><input type="checkbox"/> Explain the causes of the establishment of slavery in North America. Describe the harsh conditions of the</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
	<p>Regional geographic variations (e.g., climate, soil conditions, and other natural resources) relate to economic development in the New World</p> <p>Economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>Natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic and political development in the American colonies.</p>	<p>Middle Passage and slave life, and the responses of slaves to their condition. Describe the life of free African Americans in the colonies.</p> <p><input type="checkbox"/> Identify the founders and the reasons for the establishment of educational institutions in the colonies (grammar schools and colleges such as Harvard and the College of William and Mary).</p> <p>Explain the development of colonial overnments and describe how these developments contributed to the Revolution.</p> <p><input type="checkbox"/> Explain the reasons for the French and Indian War, how it led to an overhaul of British imperial policy, and the colonial response to these policies.</p>
The Revolution and the Constitution, 1763-1789	<p>Explain how these Constitutions affect the students' day-to-day lives, understand their the overall rights as Americans.</p>	<p>Explain the political and economic factors that contributed to the American Revolution.</p> <p><input type="checkbox"/> Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government</p> <p><input type="checkbox"/> Explain the influence and ideas of the Declaration of Independence and the political philosophy of Thomas</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
	<p>Demonstrate a basic understanding of economic and banking principles and how those principles affect our society.</p> <p>Outline and evaluate the reaction of African Americans, Native Americans and women to the revolution and it by-product.</p>	<p>Jefferson.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze how Americans resisted British policies before 1775 and analyze the reasons for the American victory and the British defeat during the Revolutionary war. <input type="checkbox"/> Explain the role of Massachusetts in the revolution, including important events that took place in Massachusetts and important leaders from Massachusetts. <input type="checkbox"/> Explain the roles of various founders at the Constitutional Convention. Describe the major debates that occurred at the Convention and the “Great Compromise” that was reached. <input type="checkbox"/> Describe the debate over the ratification of the Constitution between Federalists and Anti-Federalists and explain the key ideas contained in the Federalist Papers on federalism, factions, checks and balances, and the importance of an independent judiciary. <input type="checkbox"/> Explain the reasons for the passage of the Bill of Rights. <input type="checkbox"/> On a map of North America, identify the first 13 states to ratify the Constitution

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
		<p>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>Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.</p> <p>Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.</p>
The Formation and Framework of American Democracy	<p>The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices.</p> <p>The United States Constitution and Bill of Rights were designed to provide a framework</p>	<p>Describe the purpose and functions of government.</p> <p><input type="checkbox"/> Explain and provide examples of different forms of government, including democracy, monarchy, oligarchy, theocracy, and autocracy.</p> <p><input type="checkbox"/> Explain the characteristics of American democracy,</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
	<p>for the American system of government, while also protecting individual rights.</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>Multiple political, social, and economic factors caused American territorial expansion.</p> <p>The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</p>	<p>including the concepts of popular sovereignty and constitutional government, which includes representative institutions, federalism, separation of powers, shared powers, checks and balances, and individual rights.</p> <p><input type="checkbox"/> Explain the varying roles and responsibilities of federal, state, and local governments in the United States.</p> <p><input type="checkbox"/> Describe the evolution of the role of the federal government, including public services, taxation, economic policy, foreign policy, and common defense.</p> <p><input type="checkbox"/> Explain the major components of Massachusetts' state government, including the roles and functions of the governor, state legislature, and other constitutional officers</p> <p>Explain the rights and the responsibilities of citizenship and describe how a democracy provides opportunities for citizens to participate in the political process through elections, political parties, and interest groups.</p> <p><input type="checkbox"/> Explain the evolution and function of political parties, including their role in federal, state, and local elections.</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
		<input type="checkbox"/> Describe how decisions are made in a democracy, including the role of legislatures, courts, executives, and the public.
Political Democratization, Westward Expansion, and Diplomatic Developments, 1790-1860 What problems were caused by the Articles of Confederation? What new form of government did the delegates to the Constitutional Convention create? Why did some people oppose ratification of the Constitution? What key events occurred during George Washington's presidency? How did trade with other nations, westward expansion, and the rise of political parties affect the new nation? What are the main legacies of Jefferson's administration?	How did democracy expand in the United States during Andrew Jackson's presidency? What contributed to changes in American culture in the first half of the nineteenth century? What were some of the main areas of society targeted for reform in the first half of the 1800s? What were the effects of the abolitionist movement on the relationship between the North and the South? How did the idea of Manifest Destiny influence the settlement of the West? How did American settlement of the southwest cause tensions with Mexico? How did Texas gain its independence? What resulted from the annexation of Texas and the war with Mexico?	Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), and Thomas Jefferson (1801-1809). <input type="checkbox"/> Analyze the rising levels of political participation and the expansion of suffrage in antebellum America. <input type="checkbox"/> Describe the election of 1828, the importance of Jacksonian democracy, and Jackson's actions as President. <input type="checkbox"/> Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in Marbury v. Madison (1803). <input type="checkbox"/> Describe the causes, course, and consequences of America's westward expansion and its growing diplomatic assertiveness. Use a map of North America to trace America's expansion to the Civil War, including the location of the Santa Fe and Oregon trails

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
<p>What issues sparked the War of 1812?</p> <p>Nationalism affected what three Aspects of U.S. government?</p> <p>What technologies contributed to early industry in America?</p> <p>What were the major industries of the South?</p> <p>How did the Missouri Compromise address growing sectionalism?</p>		
<p>Economic Growth in the North and South, 1800-1860</p>	<p>How did western expansion cause the North and South to confront the issue of slavery?</p> <p>How did the controversy over slavery break up and create new political parties?</p> <p>What is the final outcome of the national split over the slavery issue?</p>	<p>Explain the importance of the Transportation Revolution of the 19th century (the building of canals, roads, bridges, turnpikes, steamboats, and railroads), including the stimulus it provided to the growth of a market economy.</p> <p><input type="checkbox"/> Explain the emergence and impact of the textile industry in New England and industrial growth generally throughout antebellum America.</p> <p><input type="checkbox"/> Describe the rapid growth of slavery in the South after 1800 and analyze slave life and resistance on plantations and farms across the South, as well as the impact of the cotton gin on the economics of slavery and Southern agriculture.</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
Social, Political, and Religious Change, 1800-1860		<p>Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.</p> <p><input type="checkbox"/> Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism.</p> <p><input type="checkbox"/> Describe important religious trends that shaped antebellum America.</p> <p><input type="checkbox"/> Analyze the goals and effect of the antebellum women's suffrage movement.</p> <p><input type="checkbox"/> Analyze the emergence of the Transcendentalist movement through the writings of Ralph</p> <p>Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
		<p>Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.</p>
The Civil War and Reconstruction, 1860-1877		<p>Describe how the different economies and cultures of the North and South contributed to the growing importance of sectional politics in the early 19th century.</p> <p><input type="checkbox"/> Summarize the critical developments leading to the Civil War.</p> <p><input type="checkbox"/> On a map of North America, identify Union and Confederate States at the outbreak of the war.</p> <p><input type="checkbox"/> Analyze Abraham Lincoln's presidency, the Emancipation Proclamation (1863), his views on slavery, and the political obstacles he encountered.</p> <p><input type="checkbox"/> Analyze the roles and policies of various Civil War leaders and describe the important Civil War battles and events.</p> <p><input type="checkbox"/> Provide examples of the various effects of the Civil War. (physical, economical and loss of life)</p>

Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
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		<input type="checkbox"/> Explain the policies
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Key Elements	Content <i>What students should know</i>	Performance Targets <i>What students will be able to do</i>
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Additional Skills for Social Studies

SOCIAL STUDIES SKILL	Grades 9-12
Critical Thinking	<ul style="list-style-type: none"> 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.
Presentational Skills	<ul style="list-style-type: none"> Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
Chronological Thinking	<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.
Spatial Thinking	<ul style="list-style-type: none"> 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.