

# Early American History (H) Course Overview

Content Area: **Social Studies**  
Course(s): **HISTORY 8 H**  
Time Period:  
Length: **Year**  
Status: **Published**

## COVER

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### EAST BRUNSWICK PUBLIC SCHOOLS

#### East Brunswick New Jersey

Superintendent of Schools

Dr. Victor P. Valeski

#### **History 8-H**

Course Number: 2061

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Course Adoption: 4/21/86

Date of Last Revision Adoption: 9/1/17

## Course Description

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Early American History is designed to enable learners to see the interrelationship between the period in the United States and New Jersey history from the Colonial Period through Reconstruction and present and to view current state and national issues with a historical perspective that informs critical thinking and action. This is one of two courses in which students are expected to demonstrate mastery/proficiency of all NJCCCS CPI's from 6.4.8.D through and including 6.4.8 G. The course also reinforces the learning of other Standards and CPI's already mastered and contributes to the development of mastery of other standards in the areas of Language Arts Literacy, Mathematics, Science, Technology Literacy, and Career Education and Consumer/Family/Life Skills.

### Social Studies: Early American History

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
2061	55	H	8	5.00	210	R	04/21/86

### SCED: 54438 Social Studies (grade 8)

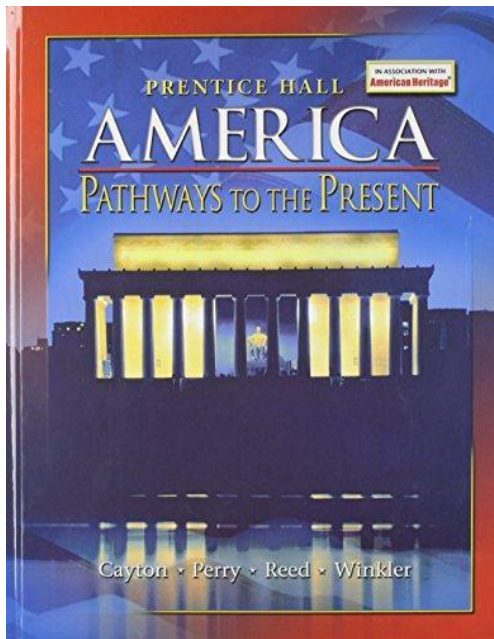
Social Studies (grade 8) courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Typically, these courses focus on single disciplines at a time (e.g., state-specific history and government, U.S. history, world history, or civics) to develop discipline-related skills. Specific content depends upon state standards for grade 8.

## Textbook and Other Resources

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### Textbook:

Andrew Clayton, Elisabeth Perry, Linda Reed, and Allan Winkler. America: Pathways to the Present. 2007 Pearson Education, Boston.



## **REQUIRED READING**

Day of Tears, by Julius Lester

## **OPTIONAL BOOK RESOURCES**

Sophia's War, by Avi

Hamilton: The Outsider, by Jean Fritz

To Be a Slave, by Julius Lester

Thomas Jefferson: President Philosopher, by Jon Meacham

Women of the Frontier, by Brandon Marie Miller

Chasing Lincoln's Killer, by James Swanson

Junius and Albert's Adventures in the Confederacy, by Peter Carlson

Bloody Times, by James Swanson

## **Units of Study**

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**Unit 1: Growing Conflict with England**

Essential Theme: For more than 100 years, England's colonies in America grew steadily. Over time, the colonies developed their own economies, political systems, traditions of local government, and sense of self-reliance. Colonists maintained economic, political, and personal ties with Great Britain. But as time wore on, serious strains between the colonists and Britain began to appear.

Essential Question: What was the immediate and long-term impact on the relationship between England and her colonies? Explain how salutary neglect fostered an independence in the colonies.

## **Unit 2: The Revolutionary Era**

Essential Theme: Explain how the tensions after the French and Indian War led to clashes between England and her colonies and an eventual revolution which led to the forming of a new nation.

Essential Question: What British restrictions caused the colonists to change their relationship with England? How did the colonists react to the British laws/restrictions imposed upon them by Parliament? Explain the significance of the major battles of the American Revolution. Explain the significance of the Declaration of Independence. What was New Jersey's impact during the American Revolution?

## **Unit 3: Creation of a New Government**

Essential Theme: American colonists fought Great Britain in the Revolutionary War and won the opportunity to forge a new nation and form a democratic government. American's adopted the Constitution of the United States and the Bill of Rights to ensure responsible government and to protect the rights of individuals.

Essential Question: What were the Articles of Confederation? (Strengths/weaknesses) Explain the need for a Constitutional Convention, the ideas discussed, what emerged and the key people involved. Explain the structure and organization of the U.S. Constitution, its historical ratification, its principles, and the addition of the Bill of Rights.

## **Unit 4: Forging a New Republic**

Essential Theme: In the last decade of the 1700s, debates over the size and role of the federal government led to the emergence of rival political parties. Thomas Jefferson's election as president in 1800 marked the rise of the Democratic-Republican Party.

Essential Question: What steps did Congress and the new president take to organize the new government? How did the first political parties form? What was Hamilton's plan to settle the national debt? Why did Washington want to remain neutral in response to events in Europe? What challenges did John Adams face as

president and what were the effects of the XYZ Affair? What was the impact of the Louisiana Purchase and what role did the Supreme Court play? How did the War of 1812 affect the new nation?

### **Unit 5: From Nationalism to Sectionalism**

Essential Theme: The War of 1812 filled Americans with national pride and confidence in the North and South. Nationalism gave way to sectionalism as the two sections disagreed over issues such as slavery, economic policy, and the issue of states' rights.

Essential Question: What was the Missouri Compromise and how did it lead the country to be further sectionalized? How did nationalism guide foreign policy? How did the Indian Removal Act lead to the Trail of Tears? Why was the national bank a source of controversy? How did the Industrial Revolution affect the North? The South?

### **Unit 6: Manifest Destiny**

Essential Theme: They were drawn by varied dreams: of gold, of religious freedom, of good farmland. They possessed a belief that settling the lands from the Atlantic to the Pacific was America's destiny. Between 1830 and 1860 Americans by the thousands migrated westward into the frontier wilderness. In 1846, souring relations led to war between Mexico and the United States, and the outcome defined America's borders.

Essential Question: Why did Americans head west? How did the gold rush affect California? What were some major effects of westward migration? What were the causes and effects of the Texas Revolution? What were the major causes and effects of the Mexican American War?

### **Unit 7: Events Leading to the Civil War**

Essential Theme: After the war with Mexico ended, one question stirred national politics: Would these new territories be free or slave? Congressional attempts to settle this question only triggered greater division. By 1860 the nation had split along sectional lines—North and South—and hostile camps took steps that would lead to war.

Essential Question: What factors made slavery in the United States an issue before 1850? How did the Compromise of 1850 seek to settle issues between the North and South? In what ways did the North and South each hope to benefit from the Kansas-Nebraska Act? Why was John Brown's raid on Harper's Ferry an important event in American history? Why did popular sovereignty lead to violent struggle in Kansas? How did Lincoln's personal views on slavery differ from his political position on the subject? What led to the secession of the states of the Lower South from the Union? How and why was the Confederacy formed?

## **Unit 8: Civil War**

Essential Theme: The Civil War was fought nationwide, using new technologies and strategies, but by soldiers who were often ill equipped, underfed, and poorly trained. The conflict resulted in freedom of some four million enslaved people and the preservation of a nation. The costs were staggering—more than 600,000 lives lost and about \$5 billion in property damaged or destroyed.

Essential Question: How did the fall of Fort Sumter lead to war? What were the Union and Confederate goals and strategies for the war? How did the Union carry out its strategy in the Mississippi Valley? How did the Emancipation Proclamation affect the Civil War? How did African Americans contribute to the war efforts? What were the three major battles of 1863 and what was the significance to the war? How did the actions of Sherman and Grant help bring the war to an end? Compare and contrast the hardships of war for the Northern and Southern soldiers, as well as life on the home front.

## **Unit 9: Reconstruction**

Essential Theme: Following the Civil War, Congress implemented a plan to reconstruct the South. Despite landmark constitutional amendments and the presence of federal troops, gains for southern African Americans were limited. After 12 years, and in response to fierce resistance from many white southerners, the federal government declared Reconstruction over.

Essential Question: What challenges faced the South after the Civil War? Why did President Johnson and Congress differ over Reconstruction? How did the South respond to Reconstruction under President Johnson? Why did Congress take control of Reconstruction, and what changes did it make? How did Radical Reconstruction differ from earlier Reconstruction plans, and what were its effects? What was life after slavery for African Americans? What changes did Republican government bring to the South? What problems caused support for Reconstruction to decline? What events brought Reconstruction to an end?

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## Standards

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LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative

	analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
LA.RST.9-10.1	Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.
LA.RST.9-10.2	Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
LA.RST.9-10.5	Analyze the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
LA.RST.9-10.6	Determine the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
LA.RST.9-10.8	Determine if the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
LA.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.2.A	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.WHST.9-10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.WHST.9-10.2.C	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
LA.WHST.9-10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
LA.WHST.9-10.2.F	Provide a concluding paragraph or section that supports the argument presented.
LA.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
LA.WHST.9-10.6	Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display

information flexibly and dynamically.

- LA.WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LA.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- LA.WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.
- LA.WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SOC.6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.
- SOC.6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- SOC.6.1.12.A.6.a Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.
- SOC.6.1.12.A.6.b Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.
- SOC.6.1.12.A.6.c Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies.
- SOC.6.1.12.A.7.a Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.
- SOC.6.1.12.A.7.b Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).
- SOC.6.1.12.A.7.c Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries.
- SOC.6.1.12.A.8.a Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
- SOC.6.1.12.A.8.b Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
- SOC.6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- SOC.6.1.12.A.9.a Analyze how the actions and policies of the United States government contributed to the Great Depression.
- SOC.6.1.12.A.10.a Evaluate the arguments regarding the role of the federal government during the New Deal era.
- SOC.6.1.12.A.10.b Assess the effectiveness of governmental policies enacted during the New Deal period (i.e., the FDIC, NLRB, and Social Security) in protecting the welfare of individuals.
- SOC.6.1.12.A.10.c Evaluate the short- and long-term impact of the expanded role of government on economic policy, capitalism, and society.
- SOC.6.1.12.A.11.a Evaluate the effectiveness of international agreements following World War I (e.g., League of Nations, Treaty of Versailles, Washington Naval Conference, Kellogg-Briand Pact) in

	preventing international disputes during the 1920s and 1930s.
SOC.6.1.12.A.11.b	Compare and contrast different perspectives about how the United States should respond to aggressive policies and actions taken by other nations at this time.
SOC.6.1.12.A.11.c	Determine if American policies regarding Japanese internment and actions against other minority groups were a denial of civil rights.
SOC.6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.
SOC.6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
SOC.6.1.12.B.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.
SOC.6.1.12.B.5.b	Assess the impact of rapid urbanization on the environment and on the quality of life in cities.
SOC.6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
SOC.6.1.12.B.6.b	Compare and contrast issues involved in the struggle between the unregulated development of natural resources and efforts to conserve and protect natural resources during the period of industrial expansion.
SOC.6.1.12.B.7.a	Explain how global competition by nations for land and resources led to increased militarism.
SOC.6.1.12.B.8.a	Determine the impact of the expansion of agricultural production into marginal farmlands and other ineffective agricultural practices on people and the environment.
SOC.6.1.12.B.9.a	Determine how agricultural practices, overproduction, and the Dust Bowl intensified the worsening economic situation during the Great Depression.
SOC.6.1.12.B.10.a	Assess the effectiveness of New Deal programs designed to protect the environment.
SOC.6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.
SOC.6.1.12.C.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.
SOC.6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.
SOC.6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.
SOC.6.1.12.C.6.a	Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups.
SOC.6.1.12.C.6.b	Determine how supply and demand influenced price and output during the Industrial Revolution.
SOC.6.1.12.C.6.c	Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.
SOC.6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.
SOC.6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.
SOC.6.1.12.C.8.a	Analyze the push-pull factors that led to the Great Migration.
SOC.6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.

SOC.6.1.12.C.9.a	Explain how government can adjust taxes, interest rates, and spending and use other policies to restore the country's economic health.
SOC.6.1.12.C.9.b	Explain how economic indicators (i.e., gross domestic product, the consumer index, the national debt, and the trade deficit) are used to evaluate the health of the economy.
SOC.6.1.12.C.9.c	Explain the interdependence of various parts of a market economy (i.e., private enterprise, government programs, and the Federal Reserve System).
SOC.6.1.12.C.9.d	Compare and contrast the causes and outcomes of the stock market crash in 1929 and other periods of economic instability.
SOC.6.1.12.C.10.a	Evaluate the effectiveness of economic regulations and standards established during this time period in combating the Great Depression.
SOC.6.1.12.C.10.b	Compare and contrast the economic ideologies of the two major political parties regarding the role of government during the New Deal and today.
SOC.6.1.12.C.11.a	Evaluate the shift in economic resources from the production of domestic to military goods during World War II in terms of opportunity costs and trade-offs, and analyze the impact of the post-war shift back to domestic production.
SOC.6.1.12.C.11.b	Relate new wartime inventions to scientific and technological advancements in the civilian world.
SOC.6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.
SOC.6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
SOC.6.1.12.D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
SOC.6.1.12.D.6.a	Assess the impact of technological innovation and immigration on the development of agriculture, industry, and urban culture during the late 19th century in New Jersey (i.e., Paterson Silk Strike 1913) and the United States.
SOC.6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
SOC.6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.
SOC.6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson's leadership during and immediately after World War I.
SOC.6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.
SOC.6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.
SOC.6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.
SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
SOC.6.1.12.D.9.a	Explore the global context of the Great Depression and the reasons for the worldwide economic collapse.
SOC.6.1.12.D.9.b	Analyze the impact of the Great Depression on the American family, migratory groups, and ethnic and racial minorities.

SOC.6.1.12.D.10.a	Analyze how other nations responded to the Great Depression.
SOC.6.1.12.D.10.c	Explain how key individuals, including minorities and women (i.e., Eleanor Roosevelt and Frances Perkins), shaped the core ideologies and policies of the New Deal.
SOC.6.1.12.D.10.d	Determine the extent to which New Deal public works and arts programs impacted New Jersey and the nation.
SOC.6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.
SOC.6.1.12.D.11.b	Evaluate the role of New Jersey (i.e., defense industries, Seabrook Farms, military installations, and Battleship New Jersey) and prominent New Jersey citizens (i.e., Albert Einstein) in World War II.
SOC.6.1.12.D.11.c	Explain why women, African Americans, Native Americans, Asian Americans, and other minority groups often expressed a strong sense of nationalism despite the discrimination they experienced in the military and workforce.
SOC.6.1.12.D.11.d	Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.
SOC.6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.
SOC.6.1.12.CS5	The Development of the Industrial United States: Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.
SOC.6.1.12.CS6	The Emergence of Modern America: Progressive Reforms: Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups. An expanding market for international trade promoted policies that resulted in America emerging as a world power.
SOC.6.1.12.CS7	The Emergence of Modern America: World War I: United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.
SOC.6.1.12.CS8	The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.
SOC.6.1.12.CS9	The Great Depression and World War II: The Great Depression: The Great Depression resulted from government economic policies, business practices, and individual decisions, and it impacted business and society.
SOC.6.1.12.CS10	The Great Depression and World War II: New Deal: Aimed at recovery, relief, and reform, New Deal programs had a lasting impact on the expansion of the role of the national government in the economy.
SOC.6.1.12.CS11	The Great Depression and World War II: World War II: The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan. Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.D.1	Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
TECH.8.1.12.D.4	Research and understand the positive and negative impact of one's digital footprint.

TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

## Grading and Evaluation Guidelines

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In Early American History the goal is that a minimum of 95% of the pupils will meet at least the minimum proficiency level (D or better) set for the course. The department will analyze the achievement of students on Unit Assessments, Mid-term and Final Exams and Final Course Grades, and for Final Course Grades the achievement of sub-groups identified by the state to determine if modifications in the curriculum and instructional methods are needed.

All assessments are aligned to the content and skills-based NJSLs.

### Grading Breakdown:

Assessments: 90%

Homework: 10%

## Other Information

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### Social Studies: Early American History

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
<b>2061</b>	<b>55</b>	<b>H</b>	<b>8</b>	<b>5.00</b>	<b>210</b>	<b>R</b>	<b>04/21/86</b>

### SCED: 54438 Social Studies (grade 8)

Social Studies (grade 8) courses provide continued development of understanding and skills in the social studies disciplines: history, geography, civics and government, and economics. Typically, these courses focus on single disciplines at a time (e.g., state-specific history and government, U.S. history, world history, or civics) to develop

discipline-related skills. Specific content depends upon state standards for grade 8.