

# U.S. History I (A) Course Overview

Content Area: **Social Studies**  
Course(s): **US HIST 1-A**  
Time Period:  
Length: **Full Year**  
Status: **Published**

## Cover

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### EAST BRUNSWICK PUBLIC SCHOOLS

#### East Brunswick New Jersey

#### Superintendent of Schools

Dr. Victor P. Valeski

#### Social Studies

#### United States History I

Course Number: 2063

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Course Adoption: 4/21/1986

Curriculum Adoption: 9/6/2001

## Course Overview

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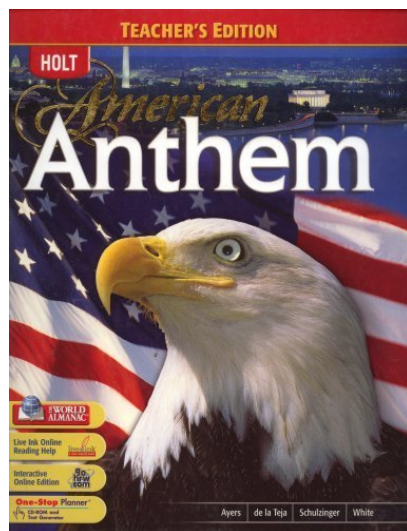
United States History I is designed to enable learners to see the interrelationship between the period in the United States and New Jersey history from the Opening of the West through the Great Depression. Furthermore, learners will examine current national and state issues with a historical perspective that engages critical thinking and action. In this course students are expected to demonstrate mastery/proficiency of all NJCCCS CPI's from 6.4.12.H through and including 6.4.12.J. 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 (NJSLS), Technology Literacy (NJSLS), and Career Education and Consumer/Family/Life Skills.

## Textbook and Other Resources

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### TEXTBOOKS:

Ayers, de la Teja, Schulzinger, White; American Anthem [Holt, Rinehart and Winston](#). All rights reserved. Published 2007 U.S.A.



## **REQUIRED READING**

City of Orphans, by Avi

## **OPTIONAL BOOK RESOURCES**

Close to Shore, by Michael Capuzzo

Destiny of the Republic, by Candice Millard

Cemetery John, by Robert Zorn

War Horse, by Michael Morpurgo

Farewell to Manzanar, by James D. Houston and Jeanne Wakatsuki Houston

## **Units of Study**

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### **Unit 0: What Skills Does a Historian Need?**

Essential Theme: To open the school year, the goal is to have students assess not only why U.S. history is a high school graduation requirement but how to be a successful historian. The skills that educators will focus on are reading, writing, organizing and public speaking.

Essential Question: What skills does a historian need?

### **Unit 1: The American West**

Essential Theme: In opening the West for settlement, the federal government relocated Native Americans to vastly diminished homelands or eliminated them in military battles. Immigrants, African Americans, and white Americans eagerly moved into the new frontier to mine, ranch, and establish farms. New technologies and perseverance helped them survive in the new landscape.”

Essential Question: What was the immediate and long term, impact on the culture and politics of the US? Explain the methods used to transform the West from unsettled territories to ranches, farms and towns.

### **Unit 2: The Second Industrial Revolution**

Essential Theme: “The growth of the railroad industry fueled the Second Industrial Revolution, making America the world’s manufacturing leader. Demand for rails and railroad cars spurred expansion in coal mining and steel

manufacturing. Improved communications and transportation connected distant markets-across the nation and the world.”

Essential Question: How did government economic policies affect the lives of everyday Americans during the Second Industrial Revolution?

### **Unit 3: Life at the Turn of the Century**

Essential Theme: “In the late 1800s waves of immigrants came from Southern and Eastern Europe, settling in the cities and living and working in squalid conditions. Government at all levels was plagued by corruption. Discrimination was a daily reality for African, Asian, and Native Americans.”

Essential Question: How did immigrants and Americans adapt to poor working and living conditions while coping with widespread government corruption?

### **Unit 4: The Progressives 1898-1920**

Essential Theme: “As the 1900s dawned, activists called Progressives fought to make America’s economic and political systems fairer. Some fought for women’s suffrage. Other attacked a wide range of societal ills. The Progressive movement involved countless individuals and groups at all levels of government.”

Essential Question: What affect did Progressive reforms have upon American society and the world we know?

### **Unit 5: Imperialism**

Essential Theme: “U.S. foreign relations took a new turn at the end of the nineteenth century. Global competition for empire led the United States into war against Spain and into military conflicts in Mexico. The United States had forged a new role as a world power.”

Essential Question: What were the causes the allowed the U.S. to emerge as a world power?

### **Unit 6: The First World War**

Essential Theme: “The United States tried to stay neutral when war swept Europe. After the United States joined the Allies in 1917, however, the government quickly mobilized the economy and built public support for the war.”

Essential Question: What brought the United States into global conflict and what affect did this have upon the world’s view of the democratic system?

### **Unit 7: From War to Peace**

Essential Theme: "The end of the war brought peace to Americans, but not peace of mind. Dangers seen and unseen troubled the nation-until a new president in the White House and a booming economy seemed to smooth the transition from war to peace."

Essential Question: How does American transition from a wartime economy to a thriving capitalist society?

## **Unit 8: Post War America/The Roaring 20's**

Essential Theme: "American culture underwent rapid and radical change in the 1920s. Signs of this change were everywhere-in the music and fashions of the day, in the habits and pastimes of Americans, in the art and literature of the country's most creative minds. Large population shifts and new technologies transformed the nation from rural to urban and from traditional to modern."

Essential Question: How did the morality, culture and daily life of Americans transform as a result of the 1920s social revolution?

## **Unit 9: The Great Depression**

Essential Theme: "The boom times of the 1920s had never reached into all sectors of the economy. Much of the prosperity rested on shaky foundations. In 1929 the economy's underlying weaknesses were exposed. The stock market collapsed, and the nation plunged into the worst economic depression in its history."

Essential Question: What were the causes that brought the U.S. into its worst economic depression?

## **Unit 10: The New Deal**

Essential Theme: "The New Deal was President Franklin D. Roosevelt's plan for overcoming the Great Depression. His plan gave government jobs to the unemployed and increased government regulation of the economy. Although New Deal programs achieved varied levels of success, they did represent a basic change in American society."

Essential Question: What effect did the New Deal have upon the ongoing Great Depression in America?

## **Unit 11: World War II**

Essential Theme: "World War II witnessed a global conflagration that engulfed America following the treacherous attack at Pearl Harbor in 1941. The war would have a profound impact on American foreign policy and force the government to make challenging decisions in regards to human rights at home and abroad. Ultimately, America helped to spearhead the allied victory but the war did come at a great cost."

Essential Question: How might the war had been different if Japan had never attacked Pearl Harbor and America clung to its policy of isolationism? Why didn't America take any physical action to end the Holocaust? How did the war impact Americans at home? Specifically, women, African Americans, and Japanese Americans? How would you evaluate President Truman's decision to use nuclear weapons as a means to end the war in the Pacific?

## 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.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.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.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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.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.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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.
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.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.7.a	Explain how global competition by nations for land and resources led to increased militarism.
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.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.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.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.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.b	Compare and contrast the leadership abilities of Franklin Delano Roosevelt and those of past and recent presidents.
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.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.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.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.5	Create a database query, sort and create a report and describe the process, and explain the report results.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D.2	Demonstrate the application of appropriate citations to digital content.

TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.E.1	Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.8.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

## **Grading and Evaluation Guidelines**

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In United States History I 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.

The final course proficiency grade will be the average of the four marking period grades (80%) and the department prepared mid-year (10%) and final (10%) examinations aligned with NJSLS and the applicable United States History Content Standards for the period of US History from 1876 - World War II.

Marking period grades will be based on the average of unit grades and any special cross-unit projects.

Unit assessments, delineated for each unit, will include such measures as:

- Written and Performance Measures of proficiency objectives (coded to NJSLS & State Content Standards)
- Records of oral participation in classroom discussions related to unit objectives
- Records of achievement of lesson objectives (i.e. formative assessments, relevant homework)
- Research paper

### Grading Breakdown:

Assessments: 90%

Homework: 10%

## Other Information

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### SCED

#### **04102 Early U.S. History**

Early U.S. History courses examine the history of the United States from the colonial period to the Civil War or Reconstruction era (some courses end after this period). Some courses include American history before European settlement, while others may begin at the formation of the new nation. These courses typically include a historical overview of political, military, scientific, and social developments.

#### ***# 2063: Social Studies -United States History I***

Course #	School #'s	Course Level	Grade(s)	Credits	Min. Per Week	Elective/Required	Initial Course Adopted
<b>2063</b>	<b>055</b>	<b>A</b>	<b>9</b>	<b>5.00</b>	<b>210</b>	<b>R</b>	<b>04/21/86</b>