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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

US I AP Prep, 10th grade

Period 4: 1800-1848

Belleville Board of Education

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Unit Overview

Unit 4 examines:

- The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them. KC-4.1.I The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
- While Americans embraced a new national culture, various groups developed distinctive cultures of their own.
- Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals. Innovations in technology, agriculture, and commerce powerfully accelerated the American economy, precipitating profound changes to U.S. society and to national and regional identities.
- New transportation systems and technologies dramatically expanded manufacturing and agricultural production.
- The changes caused by the market revolution had significant effects on U.S. society, workers' lives, and gender and family relations.
- Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.
- The U.S. interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories

Enduring Understanding

Debates fostered by social and political groups about the role of government in American social, political, and economic life shape government policy, institutions, political parties, and the rights of citizens

Diplomatic, economic, cultural, and military interactions between empires, nations, and peoples shape the development of America and America's increasingly important role in the world.

The interplay between markets, private enterprise, labor, technology, and government policy shape the American economy. In turn, economic activity shapes society and government policy and drives technological innovation.

Social categories, roles, and practices are created, maintained, challenged, and transformed throughout American history, shaping government policy, economic systems, culture, and the lives of citizens.

Essential Questions

How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?

How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked?

How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?

How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?

How did the growth of ideals of mass democracy, including such concerns as expanding suffrage, public education, abolitionism, and care for the needy affect political life and discourse?

How did the United States use diplomatic and economic means to project its power in the western hemisphere?

How did foreign governments and individuals describe and react to the new American nation?

How did environmental and geographic factors affect the development of sectional economics and identities?

How did the idea of democratization shape and reflect American arts, literature, ideals, and culture?

Exit Skills

By the end of Unit 4, students should be able to:

- Identify and describe a historical context for a specific historical development or process
- Identify a source's point of view, purpose, historical situation, and/or audience.
- Explain the point of view, purpose, historical situation, and/or audience of a source.
- Support an argument using specific and relevant evidence. § Describe specific examples of historically relevant evidence. § Explain how specific examples of historically relevant evidence support an argument.
- Explain how a historical development or process relates to another historical development or process.

New Jersey Student Learning Standards (NJSL-S)

SOC.6.1

U.S. History: America in the World

SOC.6.1.12.CivicsPI.2.b

Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.

Resources impact what is produced and employment opportunities.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

SOC.6.1.12.CivicsPI.3.a

Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

Interdisciplinary Connections

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.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	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.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.

SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	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.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Learning Objectives

The student will be able to:

Explain the context in which the republic developed from 1800 to 1848.

Explain the causes and effects of policy debates in the early republic.

Compare how different regional interests affected debates about the role of the federal government in the early republic.

Explain how and why American foreign policy developed and expanded over time.

Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

Analyze the causes and effects of the expansion of participatory democracy from 1800 to 1848.

Explain the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848.

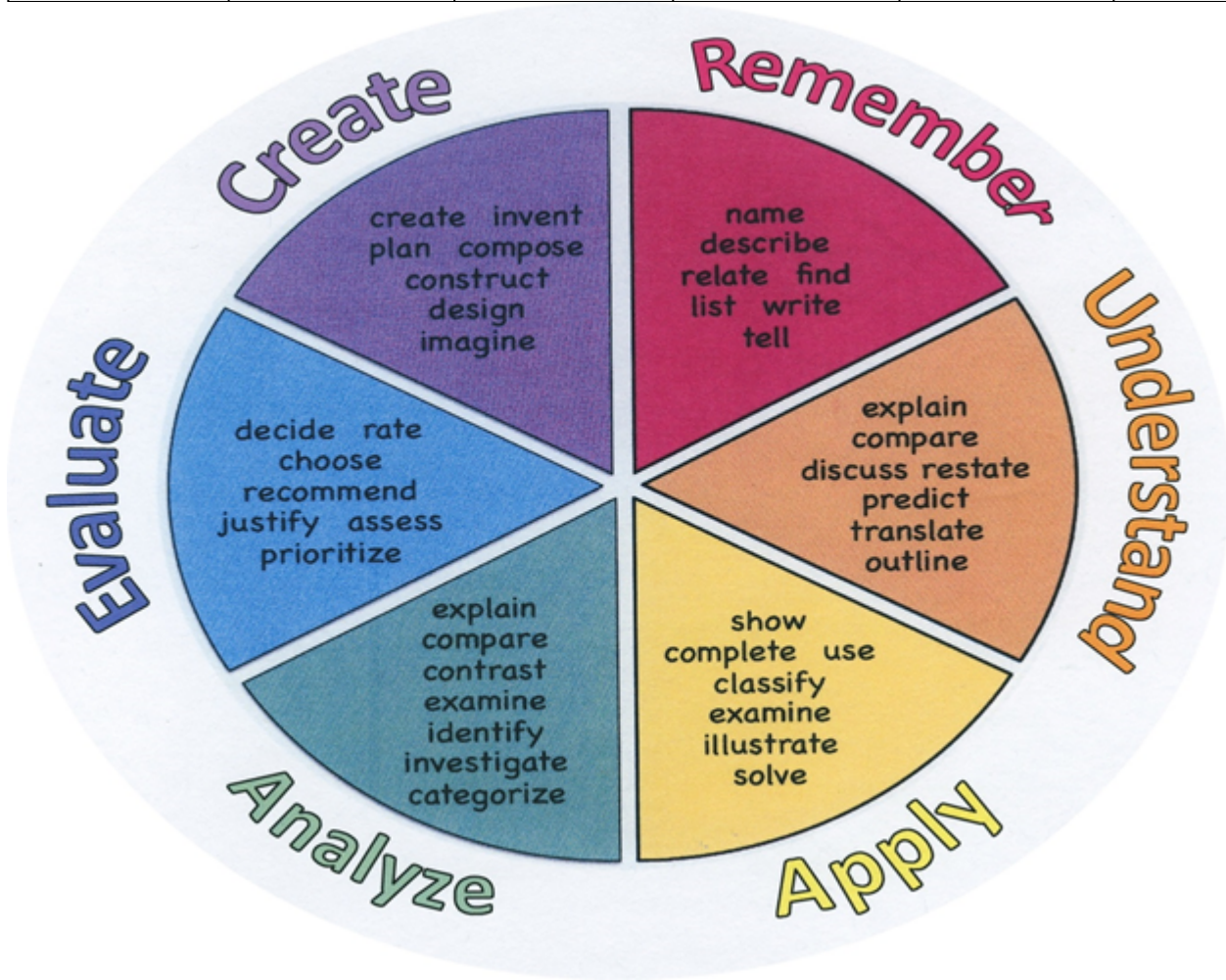
Assess how and why a new national culture developed from 1800 to 1848.

Explain the causes of the Second Great Awakening

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce

Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



Suggested Activities & Best Practices

- Primary Source analysis

Argument development

Writing Exercises

Critical thinking Exercises

Close Reading

Group collaboration

Timed Assessments

Assessment Evidence - Checking for Understanding (CFU)

Benchmarks (Benchmark)

Unit Tests (summative)

Quizzes (Summative)

PBL (alt)

DBQ's (formative)

Essay Writing (formative)

Socratic Seminar (alt)

Evaluation Rubrics (formative)

Self Assessments (formative)

Compare & Contrast (alt)

Exit Tickets (summative)

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbook:

American History (AP Edition - Fifteenth)

McGraw Hill Education

Ancillary Resources

- AP Gilder Lehrman Institute

SHEG Stanford Education Group

Albert.io

AP College Board

Khan Academy

Technology Infusion

- Google Suite, Albert IO, AP College Board

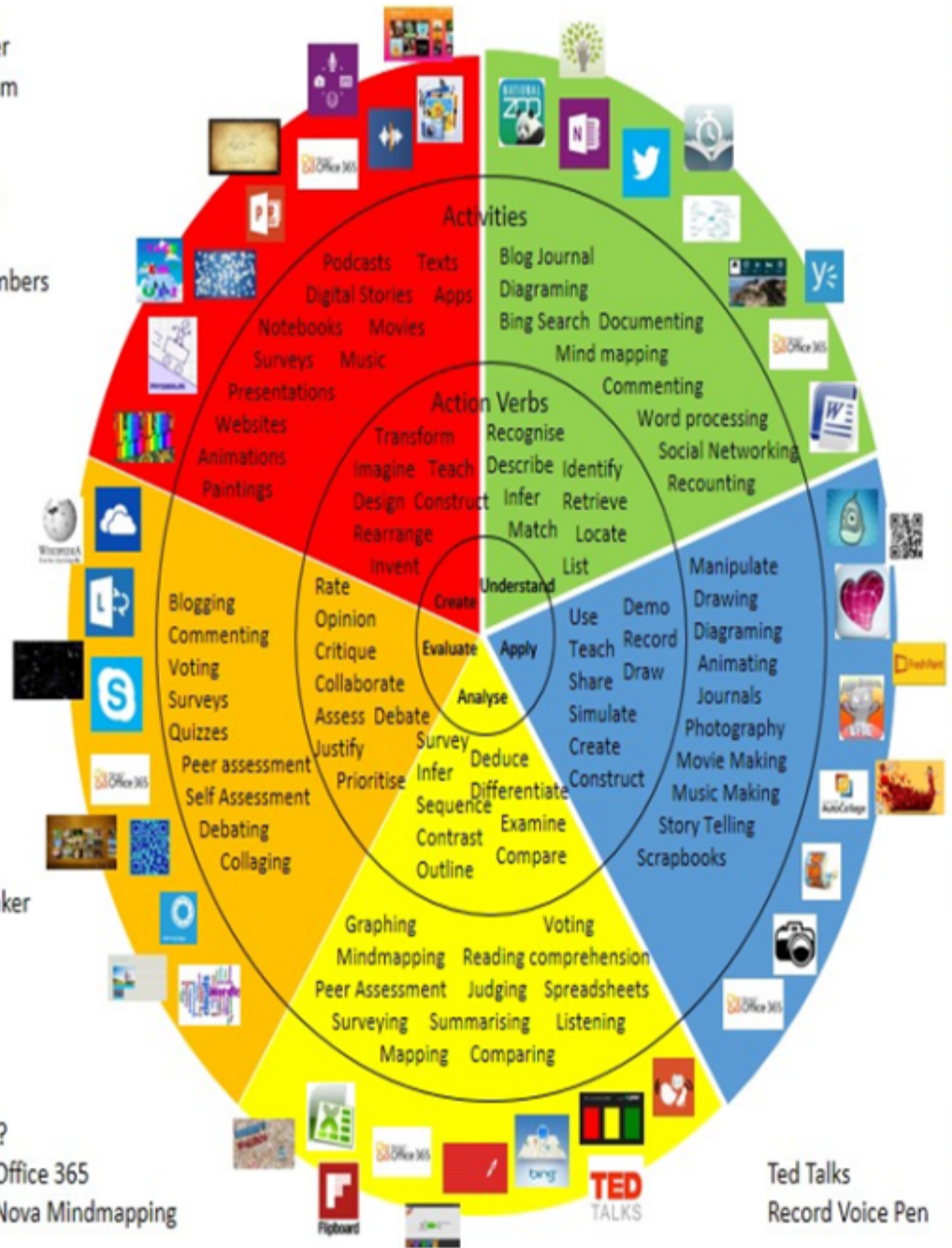
Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
 Photostory 3
 Kid Story Builder
 Music Maker Jam
 Paint A Story
 Office 365
 MS PowerPoint
 Stack 'Em Up
 NqSquared Numbers
 Physamajig
 Xylophone 8

Wikipedia
 Skydrive
 Lync
 SkyMap
 Skype
 Office 365
 Puzzle Touch
 Easy QR
 Memorylage
 Life Moments
 Word Cloud Maker

Where's Waldo?
 MS Excel Office 365
 Flipboard Nova Mindmapping

Ted Talks
 Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>
 And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

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21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

TECH.9.4.12.CI.1 Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

TECH.9.4.12.CT Critical Thinking and Problem-solving

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments when teaching about Manifest Destiny and how it changed the entire US landscape.
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments about how antislavery ideas affected events such as Bleeding Kansas and Dred Scott Decision.
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning

- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials about the Gold Rush and Texas Independence.

Special Education Learning (IEP's & 504's)

Extended time for Journals from the perspective of various participants in Westward Expansion (Oregon Trail, CA Gold Rush, Texas Independence).

Check students progress as they take notes on the anti-slavery events such as Dred Scott Decision, Missouri Compromise.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about the Mexican War.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of the Texans during their fight for independence or the pioneers who explored the Oregon Trail.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

debate about how the Gold Rush changed the landscape of the US.

investigate the ways the anti-slavery movements helped bring us closer to the Civil War.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor

- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

Thomas Jefferson and the Louisiana Purchase

NJSLS:

Interdisciplinary Connection: ELA

Statement of Objective:

Students will:

- Understand the events leading up to the Louisiana Purchase.
- Analyze Thomas Jefferson's views of the Purchase's constitutionality.
- Assess the constitutionality of the Louisiana Purchase.
- Appreciate Jefferson's dilemma between expedience and constitutional scruples.

Anticipatory Set/Do Now:

Divide the class into six groups and give each group a quotation card from Handout B: Jefferson's Views on the Louisiana Purchase.

Have students read and discuss the main ideas of their quotation. They should then write the quotation in their own words on the card.

Learning Activity:

Have students read Handout A: Thomas Jefferson and the Louisiana Purchase and answer the questions.

On the board, draw a long horizontal line to form the basis of a continuum. On one side of the line write "The Louisiana Purchase DOES require a constitutional amendment." On the other side, write "The Louisiana

Purchase DOES NOT require a constitutional amendment.”

Ask a spokesperson from the group with the first quotation to read it aloud, and then put it in their own words. Go over the meaning of Jefferson’s statement.

Ask a different volunteer from that group to take their quotation card and place it on the continuum to demonstrate where Jefferson’s view would fall.

Continue with all the groups until all cards have been placed.

Debrief the class on what they observe about the changes on Jefferson’s views.

Student Assessment/CFU's:

As a large group, discuss the evolution of Thomas Jefferson’s views on the necessity of a constitutional amendment to authorize the Louisiana Purchase.

Did his views actually change?

Given the force of Jefferson’s earlier statements about the importance of holding the national government to the exercise of its enumerated powers only, would it be fair to call him a “flip-flopper”? Why or why not?

Materials: handouts, computer, highlighter

21st Century Themes and Skills:

Differentiation/Modifications: translated copy, print or digital, group work

Integration of Technology:

Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.

Social and political systems throughout time have promoted and denied civic virtues and democratic principles.