

## NJDOE MODEL CURRICULUM PROJECT

<b>CONTENT AREA: SOCIAL STUDIES</b>	<b>US HISTORY 1</b>	<b>UNIT #: 2</b>	<b>UNIT NAME: NEW NATION AND EXPANSION &amp; REFORM (1801-1861)</b>
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Code #	CCSS and/or NJCCCS
<b>2. Revolution and the Constitution</b>	
<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 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>	
<b>3. New Nation, Expansion and Reform</b>	
<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>	
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.
WHST. 9-10.2a-e	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) to solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
6.1.12.A.2.f	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.
6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
6.1.12.A.3.b	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.
6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.
6.1.12.A.3.d	Describe how the Supreme Court increased the power of the national government and promoted national economic growth

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	during this era.	
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	
6.1.12.A.3.f	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.	
6.1.12.A.3.g	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.	
6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.	
6.1.12.A.3.i	Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.	
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.	
6.1.12.C.2.b	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.	
6.1.12.C.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	
6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	
6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.	
6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.	
6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	
6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.	
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	
6.1.12.D.3.c	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.	
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.	
<b>#</b>	<b>STUDENT LEARNING OBJECTIVES</b>	<b>CORRESPONDING CCSS/NJCCCS</b>
<b>1</b>	<i>Write a narrative explaining how Marbury v. Madison established judicial review and why this concept made the Supreme Court an influential branch of government.</i>	WHST.9-10.2 6.1.12.A.2.e
<b>2</b>	<i>Conduct short research to identify a recent decision where the Supreme Court used judicial review and explain the impact.</i>	WHST.9-10.7 6.1.12.A.2.e

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3	<i>Draw evidence from informational texts to support analysis of 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.</i>	WHST.9-10.9 6.1.12.A.2.f 6.1.12.A.3.g
4	Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.	6.1.12.A.3.g
5	<i>Assess the extent to which the reasoning and evidence in de Tocqueville's Democracy in America supported the author's claims that Americans in this time period were developing democratic institutions and practices (including ways to balance civic virtue and self-interest).</i>	RH.9-10.8 6.1.12.A.3.g
6	Compare and contrast views about how to best promote economic development (including issues of national and state debt, National Bank, trade and taxation) advanced by Hamilton and Jefferson, and Clay and Jackson.	6.1.12.C.2.b
7	<i>Use quantitative analysis, maps, and charts to analyze how new inventions and modes of transportation (e.g., canals and railroads) transformed the economy and expanded domestic and international markets.</i>	RH.9-10.7 6.1.12.C.3.a
8	Determine how new inventions, new modes of transportation, and the expanding market economy affected the environment in New Jersey and the nation.	6.1.12.C.3.a
9	<i>Write a narrative account to explain how the wealth of natural resources (e.g., water, coal, gold, silver) in the United States (e.g., Paterson, Lowell, Charleston) affected economic development and the quality of life of individuals from multiple perspectives (e.g., mill worker, factory owner, miner).</i>	WHST.9-10.2 6.1.12.C.3.b 6.1.12.D.3.a
10	<i>Draw evidence from landmark cases (e.g., McCulloch v. Maryland, Gibbons v. Ogden) to show how the Supreme Court expanded the power of the national government and promoted national economic growth during this era.</i>	WHST.9-10.9 6.1.12.A.3.d
11	Evaluate the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	6.1.12.A.3.e
12	<i>Conduct short research to determine the extent to which America's foreign policy (i.e., Tripoli pirates, Louisiana Purchase, War of 1812, and Monroe Doctrine) was influenced by geopolitics and</i>	WHST.9-10.7 6.1.12.A.3.b

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	<i>perceived national interest.</i>	6.1.12.D.2.c
<b>13</b>	Assess the influence of Manifest Destiny on foreign policy during this time period.	6.1.12.A.3.a 6.1.12.A.3.c
<b>14</b>	<i>Compare and contrast the treatment of the institution of slavery in several primary and secondary sources.</i>	RH.9-10.9 6.1.12.A.3.h
<b>15</b>	<i>Write a narrative account of the Amistad case and describe the impact of the Supreme Court decision on the antislavery movement.</i>	WHST.9-10.2 6.1.12.A.3.i
<b>16</b>	<i>Draw evidence from informational texts to illustrate the connections among the leadership (e.g., Grimke Sisters, Mott, Stanton, Sojourner Truth, Douglass, Garrison) and ideas of the social reform movements (i.e. abolition, women's rights, and temperance) and their impact in New Jersey and the nation during the Antebellum period.</i>	WHST.9-10.9 6.1.12.D.2.d 6.1.12.A.3.f
<b>17</b>	<i>Draw evidence from the 1844 New Jersey Constitution to identify the successes and failures of political reform regarding the expansion of civil and individual rights.</i>	WHST.9-10.9 6.1.12.D.2.d 6.1.12.A.3.f
<b>18</b>	Determine the impact of African American leaders (e.g., Richard Allen) and institutions (e.g., churches) in shaping free Black communities in the North (e.g., Philadelphia, New Jersey, New York).	6.1.12.D.2.e
<b>19</b>	Relate the changing immigration patterns (1800-1850) to ethnic and cultural conflicts and the forging of a national identity.	6.1.12.D.3.b
<b>20</b>	Analyze the role of public education in the development of responsible citizens for a democratic society.	6.1.12.D.3.d
<b>21</b>	Determine the impact of religious and social movements (e.g., Second Great Awakening, Transcendentalist Movement) on the development of American culture by examining literature (e.g., Thoreau, Emerson, Whitman, and Dickinson), artwork (e.g., Hudson River School) and popular music (e.g., Stephen Foster, hymns, spirituals) of the time period.	6.1.12.D.3.e
<b>22</b>	Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).	6.1.12.D.3.c

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**23**

Compare maps of the United States (1820-1850) to analyze the causes and consequences of the changing political boundaries.

6.1.12.B.3.a