

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM  
SOUTHERN REGIONAL SCHOOL DISTRICT**

**Content Area: Social Studies**

**Course Title: United States History I Honors**

**Grade Level: 10**

**Unit Plan 1  
Colonization and Settlement  
(1585 – 1763)**

**Pacing Guide  
9 Weeks**

**Unit Plan 2  
Revolution and the New Nation  
(1754 – 1820s)**

**Pacing Guide  
9 Weeks**

**Unit Plan 3  
Expansion and Reform  
(1801 – 1861)**

**Pacing Guide  
9 Weeks**

**Unit Plan 4  
Civil War and Reconstruction  
(1850 – 1877)**

**Pacing Guide  
9 Weeks**

**Date Created: February 2012**

**Board Approved on: March 14, 2012**

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM  
SOUTHERN REGIONAL SCHOOL DISTRICT  
Unit Overview**

**Content Area: Social Studies**

**Unit Title: Colonization and Settlement (1585 – 1763)**

**Target Course/Grade Level: United States History I Honors / 10**

**Unit Summary:**

To provide a foundation upon which students will gain an understanding of the development of early American values, culture, and government.

North American colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their unique needs in the New World.

**Primary interdisciplinary connections:**

Literature – Using the summer reading requirement of James A. Michener’s novel “Chesapeake” (pages 1 – 212) to enhance understanding of this period in history.

**21<sup>st</sup> century themes:**

The unit will integrate the 21<sup>st</sup> century Life and Career strand 9.1 strands A – D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.

**Learning Targets**

**Content Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
6.1.12.B.1.a	Relate regional variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
6.1.12.D.1.a	Explain the consequences to Native American groups of the loss of their land and people.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What were the overall effects of European exploration in the Americas?</li> <li>• What factors existed in Europe that led to the Age of Discovery?</li> <li>• What Native American cultures existed prior to and during the Age of Exploration?</li> <li>• What factors eventually led to the success of the English settlements?</li> <li>• How did settlement patterns differ in the northern, middle, and southern colonies?</li> <li>• What were the origins of slavery in the Americas?</li> <li>• What role did mercantilism play in the economic development of the colonies?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The American colonies evolved as a result of a combination of political, economic, religious, and social influences from Europe and then these were adapted to fit the unique circumstances of the colonies.</li> <li>• The interaction between European and Native American societies impacted both cultures in both positive and negative ways.</li> <li>• The competition for land and labor greatly impacted the economic and social development of the colonies.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• Conditions in 16<sup>th</sup> century Europe that led to the Age of Exploration.</li> <li>• The circumstances and long term impact of Spanish, French, Dutch, and English exploration.</li> <li>• The circumstances leading to the development and growth of the first English settlements at Jamestown and Plymouth.</li> <li>• The impact of European colonization on Native American societies.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Interpret various primary sources.</li> <li>• Evaluate and apply the AP essay writing rubric to Document Based Question (DBQ) and Free Response Essays.</li> <li>• Illustrate areas of exploration and settlement using maps.</li> <li>• Analyze history from multiple perspectives.</li> <li>• Examine the differences between European and Native American societies.</li> </ul>

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM  
SOUTHERN REGIONAL SCHOOL DISTRICT  
Evidence of Learning**

**Formative Assessments**

- Homework
- Class work
- Teacher observation
- Group participation
- Do-now
- Notebook assessment
- Project presentations
- Class discussions

**Summative Assessments**

- Chapter Tests
- DBQ Essay assignment
- Summer Reading Test on “Chesapeake”
- Quarterly Exam

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbook: “The American Pageant”
- Study Guide and DBQ Resource book – “United States History – Preparing for the Advanced Placement Examination” (Amsco)
- Supplementary Handouts
- Applicable Videos/CDs

**Teacher Notes:**

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM  
SOUTHERN REGIONAL SCHOOL DISTRICT  
Unit Overview**

**Content Area: Social Studies**

**Unit Title: Revolution and the New Nation (1754-1820s)**

**Target Course/Grade Level: United States History I Honors / 10**

**Unit Summary:**

The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices.

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.

Debates about individual rights, states’ rights, and federal power shaped the development of the political institutions and practices of the new Republic.

**Primary interdisciplinary connections:**

Literature – Using James A. Michener’s novel “Chesapeake” (pages 365 – 467) to enhance understanding of the Revolutionary War era in U.S. history.

**21<sup>st</sup> century themes:**

The unit will integrate the 21<sup>st</sup> Century Life and Career strand 9.1 strands A – D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross-cultural understanding and interpersonal communication.

**Learning Targets**

**Content Standards**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.
6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.
6.1.12.A.2.c	Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American Constitutional government.
6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
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.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
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.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

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 18 <sup>th</sup> -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.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.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What factors led to the French and Indian War? What was the impact?</li> <li>• What factors led to feelings of colonial unity?</li> <li>• What actions were taken by the British and Americans that led to revolutionary thought and action among the colonials?</li> <li>• Which philosophical ideas provided the foundation for Revolutionary thought?</li> <li>• What factors led to the American Revolution and what was the impact on England and the American colonies?</li> <li>• What political philosophies dominated debate at the Constitutional Convention?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• A combination of philosophical, economic, and social events led to the American Revolution.</li> <li>• There were numerous issues and controversy surrounding the writing of the Constitution.</li> <li>• Political differences led to the formation of political parties.</li> <li>• Conflict between the states necessitated compromises in order to write and ratify the Constitution.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The impact of Anglo-French rivalries on the American colonies.</li> <li>• How British colonial policies such as the Stamp Act, Declaratory Act, Townsend Acts, and Boston Tea Party led to the American Revolution.</li> <li>• Issues debated in the Continental Congress concerning independence.</li> <li>• Revolutionary War topics including the alliance with France, conflict between Patriots and Loyalists, economic impact, and the Treaty of Paris.</li> <li>• Why the articles of Confederation were considered flawed and a new Constitution was adopted.</li> <li>• Arguments between Federalists and Anti-Federalists.</li> <li>• Why the Bill of Rights was added to the Constitution.</li> <li>• Issues taking place during Washington’s and Adams’ administrations including Hamilton’s financial programs, foreign and domestic controversy, the Alien and Sedition Acts, and the XYZ Affair.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Interpret various primary sources.</li> <li>• Evaluate and apply the AP essay writing rubric to Document Based Question (DBQ) and Free Response Essays.</li> <li>• Illustrate key battles on a Revolutionary war map.</li> <li>• Analyze history from multiple perspectives.</li> <li>• Examine the growing differences between England and the colonies that ultimately led to Revolution.</li> <li>• Explain the results of the “Great Compromise at the Constitutional Convention.</li> <li>• Identify key events in Washington’s and Adams’ administrations.</li> </ul>

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Evidence of Learning**

**Formative Assessments**

- Homework
- Classwork
- Teacher observation
- Group participation
- Do-now
- Notebook assessment
- Project presentations
- Class discussions

**Summative Assessments**

- Chapter/Unit Test
- DBQ essay assignment
- Unit projects and demonstrations
- Test on pages 365 -467 on “Chesapeake”
- Quarterly Exam

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbook – “The American Pageant”
- Study Guide and DBQ Resource book – “United States History – Preparing for the Advanced Placement Examination” (AMSCO)
- Supplementary Handouts
- Applicable videos/CDs

**Teacher Notes:**

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM  
SOUTHERN REGIONAL SCHOOL DISTRICT  
Unit Overview**

**Content Area: Social Studies**

**Unit Title: Expansion and Reform (1801 – 1861)**

**Target Course/Grade Level: United States History I Honors / 10**

**Unit Summary:**

Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.

**Primary interdisciplinary connections:**

Flourishing of American literature including Irving, Hawthorne, Melville, Longfellow, Poe, Alcott, Whitman, Thoreau, and Emerson.

**21<sup>st</sup> century themes:**

The unit will integrate the 21<sup>st</sup> century Life and Career strand 9.1 strands A – D. These strands include: critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.

**Learning Targets**

**Content Standards**

CPI #	Cumulative Progress Indicator (CPI)
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 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 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.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.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.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What was Jeffersonian Democracy?</li> <li>• In what ways did Marshall’s Federalist Supreme Court decisions have a lasting effect on the development of the United States government?</li> <li>• What was the political and economic impact of policies in the Jefferson administration?</li> <li>• What were the causes, outcome, and lasting effects of the War of 1812?</li> <li>• How did the War of 1812 benefit the future development of the American Republic?</li> <li>• In what ways did the United States seek to expand its territory?</li> <li>• How did the idea of Manifest Destiny guide the United States toward westward expansion?</li> <li>• What new ideas in foreign policy existed during this time period?</li> <li>• What was the overall impact of the American economic revolution on business, social mobility and westward expansion?</li> <li>• What was Jacksonian Democracy?</li> <li>• How did the U.S. displace different groups of Native Americans and what effect did it have upon them?</li> <li>• What technological, social, cultural, and religious factors impacted the nation during this period?</li> <li>• How did slavery contribute to the rise of sectionalism during the Jacksonian Era?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The process of achieving democracy in America was evolutionary.</li> <li>• The new American nation struggled as it strove to gain recognition and respect in the world.</li> <li>• An expanding economy and territorial expansion both united and divided the country.</li> <li>• U.S. government policy toward Native Americans included attempts at removal, settling on reservations, and “Americanization.”</li> <li>• Slavery intensified the sectional divide in the country.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The major political, economic, and social events of the Jeffersonian Era.</li> <li>• The significance of the War of 1812 on the development of the U.S.</li> <li>• Key decisions of the Marshall Court and their role in strengthening the power of the federal government.</li> <li>• The key components of territorial expansion including the Louisiana Purchase, Mexican Cession, and</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Interpret various primary sources.</li> <li>• Evaluate and apply the AP essay writing rubric to Document Based Question (DBQ) and Free Response Essays.</li> <li>• Illustrate areas of westward expansion using maps.</li> <li>• Analyze history from multiple perspectives.</li> <li>• Identify and explain the major events, reforms, and social movements characterizing the era of “Jacksonian Democracy.”</li> </ul>

Gadsden Purchase.

- The impact of the rise of the “Common Man” on political change occurring during the era of “Jacksonian Democracy.”
- The causes and effects of the Industrial Revolution in the United States.
- The consequences of the Indian Removal Act.
- The connection between slavery and the increase of sectional differences.

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Evidence of Learning**

**Formative Assessments**

- Homework
- Classwork
- Teacher Observation
- Group Participation
- Do-Now
- Notebook Assessment
- Project presentations
- Class discussions

**Summative Assessments**

- Chapter/Unit Test
- DBQ essay assignment
- Unit projects and demonstrations
- Quarterly Exam

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

- Textbook – “The American Pageant”
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- Applicable videos/CDs

**Teacher Notes:**

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM  
SOUTHERN REGIONAL SCHOOL DISTRICT  
Unit Overview**

**Content Area: Social Studies**

**Unit Title: Civil War and Reconstruction (1850 – 1877)**

**Target Course/Grade Level: United States History 1 Honors / 10**

**Unit Summary:**

The Civil War was caused by ideological, economic, and political differences about the future course of the nation.

Efforts to reunite the country through Reconstruction were contested, resisted, and had long term consequences.

**Primary interdisciplinary connections:**

“History through cinema – History vs. Hollywood.”

Examining the changing and often controversial interpretations of Civil War and Reconstruction history in the popular media over time (e.g. “Birth of a Nation” – 1915, “Gone with the Wind” – 1939, and “Glory” – 1989).

**21<sup>st</sup> century themes:**

The unit will integrate the 21<sup>st</sup> Century Life and Career strand 9.1 strands A-D. These strands include: Critical thinking and problem solving, creativity and innovation, collaboration, teamwork and leadership, and cross cultural understanding and interpersonal communication.

**Learning Targets**

**Content Standards**

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil war.
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.
6.1.12.A.4.d	Judge the effectiveness of the 13 <sup>th</sup> , 14 <sup>th</sup> , and 15 <sup>th</sup> Amendments in obtaining citizenship and equality for African Americans.
6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil war.
6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.
6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.
6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
6.1.12D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
6.1.12D.4.e	Analyze the impact of the Civil War and the 14 <sup>th</sup> Amendment on the development of the country and on the relationship between the national and state governments.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How did the distinct economic and political characteristics of the North and South lead to sectionalism?</li> <li>• What were the major events that eventually led to the Civil War?</li> <li>• What compromises were attempted in order to avoid war?</li> <li>• What was the outcome and major consequences of the Civil War?</li> <li>• What were the differences in resources between the North and the South?</li> <li>• What were the short-term and long-term consequences of the Civil War and Reconstruction for African-Americans?</li> <li>• What were the major plans for Reconstruction?</li> <li>• What were the short-term and long-term consequences of Reconstruction on both the North and South?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Sectional interests intensified leading to war.</li> <li>• Slavery, political, and economic interests combined to undermine the Union.</li> <li>• After a series of compromises, the ability to reach compromise failed resulting in civil war.</li> <li>• The abolition movement in the north was viewed as an increasing threat by the south.</li> <li>• The 180,000 African-Americans serving in the Union army made an important contribution to the war effort.</li> <li>• In spite of the North's overwhelming industrial advantage, the war lasted four years due to a combination of factors.</li> <li>• Reconstruction failed to deliver the lasting political and economic gains that African-Americans had hoped for.</li> <li>• Reconstruction was a controversial period in American history with a lasting legacy.</li> <li>• There were both positive and negative results of the Reconstruction era.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The political, economic, and social roots of sectionalism.</li> <li>• The major events and compromises leading to Civil War.</li> <li>• The political controversy surrounding abolition and slavery.</li> <li>• The major political and military figures of the Civil War and Reconstruction era.</li> <li>• The basic military strategy and major battles of the Civil War.</li> <li>• Lincoln's plan vs. Radical Republican plans for Reconstruction.</li> <li>• The 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments.</li> <li>• The circumstances and controversy surrounding the impeachment of President Andrew Johnson.</li> <li>• The significance of the Election of 1876 and the Compromise of 1877.</li> <li>• The lasting effects of the Civil war and Reconstruction on American society.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Interpret various primary sources.</li> <li>• Evaluate and apply the AP essay writing rubric to Document Based Question (DBQ) and Free Response Essays.</li> <li>• Illustrate major battles of the Civil war on a map.</li> <li>• Analyze history from multiple perspectives.</li> <li>• Explain the significance and lasting implication of the Civil War and Reconstruction era on United States history.</li> </ul>

**OCEAN COUNTY SOCIAL STUDIES CURRICULUM  
SOUTHERN REGIONAL SCHOOL DISTRICT  
Evidence of Learning**

**Formative Assessments**

- Homework
- Classwork
- Teacher Observation
- Group Participation
- Do-Now
- Notebook Assessment
- Project presentations
- Class discussions

**Summative Assessments**

- Chapter/Unit Test
- DBQ essay assignment
- Unit projects and demonstrations
- Final Exam

**Modifications (ELLs, Special Education, Gifted and Talented)**

- Follow all IEP modifications/504 plan

**Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:**

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**Teacher Notes:**