



Manhattan Center for Science and Math High School

Social Studies Department Curriculum

Content/Discipline: United States History and Government (H5) – 1<sup>st</sup> Marking Period

<http://mcsportal.net>

Marking Period 1 – Unit 1

Topic and Essential Question:

Geography and the Development of the United States

Physical Systems: How have the nation’s systems of mountains and waterways influenced the development of the United States?

Immigration and Migration: What have been the major patterns of immigration and movement of people over the course of the country’s history?

Places and Regions: What different types of regions exist within the United States?

Unit/Topics Geography and the Development of the United States

- SWBAT/Objectives**
- Examine a general review of the physical and cultural geography of the United States.
  - Examine the ways in which geography has influenced the history of the country.
  - Understand that geographers use five themes to study an area: location, place, movement, regions, and human-environment interaction.

**Vocabulary/Key Terms**

**A. Key Terms**

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| <ul style="list-style-type: none"> <li>▪ Geographers</li> <li>▪ Geography</li> <li>▪ Demographic</li> <li>▪ Great Plains</li> <li>▪ Midwest</li> </ul> | <ul style="list-style-type: none"> <li>▪ Mississippi River</li> <li>▪ Appalachian Mountains</li> <li>▪ Rocky Mountains</li> <li>▪ Population density</li> <li>▪ New England</li> </ul> | <ul style="list-style-type: none"> <li>▪ Manifest Destiny</li> <li>▪ Sun Belt</li> <li>▪ Pacific Northwest</li> <li>▪ Great Lakes</li> <li>▪ Middle Atlantic Region</li> </ul> |
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**Assessments:** **Formative:** Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph reflections, Exit Slips, Summary writings

**Summative:** Group Project: Influence of Geographic Factors on United States History

**Common Core Standards:**

**Reading :**  
 CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence ....  
 CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...  
 CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Differentiated Instruction:**

**Writing:**  
 CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*.  
 ✓ CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), ....  
 ✓ CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) ....  
 ✓ CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ...

**ELLs:**

✓ CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and ....

**SWDs:**

✓ CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or ....

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing ....

• CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....

**High-Achievers:**

• We provide opportunities for high-achievers to investigate topics of interest in-depth. Students continue to develop their critical thinking skills through class discussions and interactive assignments.

Speaking and Listening:

CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions...

✓ CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared...

✓ CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions...

✓ CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions...

✓ CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives...

<u>Accommodations for students with IEPs</u>	<u>Accommodations for students learning English as an additional language</u>	<u>Accommodations for high-achievers</u>
<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Small group instruction</li> <li>• Modified questions</li> <li>• Modified note-taking</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary lists with definitions</li> <li>• Modified questions</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level critical thinking questions</li> <li>• Higher level critical thinking exercises</li> </ul>

CCSS.ELA-Literacy.SL.11-12.4 Present information, findings, and supporting evidence...

**Resources/Books**

The Americans / Holt McDougal

Homework: Per Teacher

**Social Studies Department Curriculum**

Content/Discipline

<http://mcsmportal.net>

**Marking Period 1 – Unit 2.1**

**Topic and Essential Question**

**The Constitution: The Foundation of American Society**

**Diversity:** In what ways did the Native Americans, the Europeans, and the Africans who met in North America differ?

**Change:** Why did the Thirteen British Colonies become independent nations?

**Government:** What is the basic structure and function of the government created by the United States Constitution?

**Constitutional Principles:** What are the basic principles that are the foundation of our democratic form of government?

**Citizenship:** Under the Constitution, what are the basic rights and responsibilities of a citizen of the United States?

**Foreign Policy:** What were the major influences on United States foreign policy in the first years of the new nations?

**Unit/Topics**

**The Constitution: The Foundation of American Society**

**SWBAT/Objectives**

1. Recognize that for centuries, North America was inhabited solely by Native Americans.
2. Describe how Europeans, mainly from Spain, France and England, came to the continent in the beginning of the 16<sup>th</sup> century.
3. Examine how the United States developed from thirteen colonies along the North American Atlantic coast, settled in the 1600s and 1700s by English and other Europeans, as well as by Africans brought as slaves.
4. Examine the tensions that developed between the colonies and England following the end of the French and Indian War.
5. Identify that in 1776, after a year of fighting the British, the colonies issued the Declaration of Independence.
6. Identify how the American Revolution resulted in victory for the former colonies.
7. Discuss how a weak government was created under the Articles of Confederation.
8. Describe how in 1787, the leaders of the new nation wrote the United States Constitution, and that after ratification, the first government under the Constitution was formed.
9. Discuss how in the early the new nation struggled to define itself, as political parties entered the debate over the meaning of the Constitution and how best to implement it.

**Vocabulary/Key Terms**

<b>A. <u>Key People</u></b>		
John Locke Baron de Montesquieu Jean-Jacques Rousseau Voltaire John Peter Zenger	Patrick Henry Samuel Adams Thomas Jefferson Benjamin Franklin John Adams	George Washington James Madison Alexander Hamilton John Marshall James Monroe

<b>B. <u>Key Terms</u></b>		
Iroquois Confederacy Indentured servants Triangular trade Middle Passage Democracy Republic Magna Carta Writ of habeas corpus	Parliament Representative government Rule of law Natural Rights Enlightenment Social contract	Charter Mayflower Compact Salutary neglect Mercantilism Articles of Confederation

<b>C. <u>Key Supreme Court Cases</u></b>		

*Marbury v. Madison, 1803*  
*McCulloch v. Maryland, 1819*  
*Gibbons v. Ogden, 1824*

**Assessments:** **Formative:** Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph reflections, Exit Slips, Summary writings  
**Summative:** Multiple Choice test and/or group project on the Constitution

**Common Core Standards:** **Reading :**  
 CCSS.ELA-Literacy.RH.11-12.1 Cite specific textual evidence ....  
 CCSS.ELA-Literacy.RH.11-12.4 Determine the meaning of words ...  
 CCSS.ELA-Literacy.RH.11-12.7 Integrate and evaluate multiple sources ....

**Differentiated Instruction:** **Writing:**  
 CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

**ELLs:** ✓ CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), ....  
 ✓ CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) ....  
 ✓ CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ...  
 ✓ CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and ....

**SWDs:** ✓ CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or ....  
 CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing ....

**High-Achievers:**

- CCSS.ELA-Literacy.WHST.11-12.7 Conduct short as well as more sustained research projects ....
- We provide opportunities for high-achievers to investigate topics of interest in-depth. Students continue to develop their critical thinking skills through class discussions and interactive assignments.

**Speaking and Listening:**  
 CCSS.ELA-Literacy.SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions...  
 ✓ CCSS.ELA-Literacy.SL.11-12.1a Come to discussions prepared...  
 ✓ CCSS.ELA-Literacy.SL.11-12.1b Work with peers to promote civil, democratic discussions...  
 ✓ CCSS.ELA-Literacy.SL.11-12.1c Propel conversations by posing and responding to questions...  
 ✓ CCSS.ELA-Literacy.SL.11-12.1d Respond thoughtfully to diverse perspectives...

<u>Accommodations for students with IEPs</u>	<u>Accommodations for students learning English as an additional language</u>	<u>Accommodations for high achieves</u>
<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Small group instruction</li> <li>• Modified questions</li> <li>• Modified note-taking</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary lists with definitions</li> <li>• Modified questions</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level critical thinking questions</li> <li>• Higher level critical thinking exercises</li> </ul>

**Resources/Books** The Americans / Holt McDougal

Homework: Per Teacher

Whig Party Democratic Party American System Industrial Revolution Transportation Revolution Immigration Nativism Potato famine	Slavery Spoils systems Tariffs National Bank Removal Policy Trail of Tears Women's Rights Convention Manifest Destiny
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Manhattan Center for Science and Math High School

Social Studies Department Curriculum

Content/Discipline: United States History and Government (H5) – 2<sup>nd</sup> Marking Period

<http://mcsmportal.net>

Marking Period 2

Topic and Essential Question

Section 2.2.1 – The Constitution Tested: Nationalism and Sectionalism

Factors of Production: How did the transportation and industrial revolutions affect life in the United States?

Civic Values: What factors strengthened nationalism and democracy?

Reform Movement: What reform movements developed and what was their impact?

Immigration and Migration: How did immigration and migration west affect the development of our nation?

Unit/Topics

Section 2.2 – The Constitution Tested: Nationalism and Sectionalism

SWBAT/Objectives

1. Examine how and why in the first half of the 1800s, the United States grew in size and population.
2. Identify that the North, blessed with natural resource and a growing population, began industrializing.
3. Identify that in the South, cotton became the dominate crop, and slavery became more firmly rooted in place.
4. Examine how a new age of mass politics and reform dominated the 1830s and 1840s, and tension grew among the regions, pulling the North and the South apart.

Vocabulary/Key Terms

II.

<b>B. <u>Key People</u></b>	
John C. Calhoun Andrew Jackson Martin Van Buren Elizabeth Cady Stanton Lucretia Mott Susan B. Anthony	Dorothea Dix Meriwether Lewis and William Clark James Polk

**C. Key Terms**

Whig Party  
Democratic Party  
American System  
Industrial Revolution  
Transportation  
    Revolution  
Immigration  
Nativism  
Potato famine

Slavery  
Spoils systems  
Tariffs  
National Bank  
Removal Policy  
Trail of Tears  
Women's Rights  
    Convention  
Manifest Destiny

**D. Key Supreme Court Cases**

Worcester v. Georgia (1832)

**Assessments:**

**Formative:** Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph reflections, Exit Slips, Summary writings

**Summative:** Multiple choice exam / DBQ Essay: The Constitution

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**Common Core Standards:**

**Reading :**

CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source...  
CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured...  
CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author’s premises...

**Differentiated Instruction:**

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

- ✓ CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ...
- ✓ CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and ....
- ✓ CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or ....

**ELLs:**

**SWDs:**

**High-Achievers:**

We provide opportunities for high-achievers to investigate topics of interest in-depth. Students continue to develop their critical thinking skills through class discussions and interactive assignments.

CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing....

CCSS.ELA-Literacy.WHST.11-12.8 Gather relevant information from multiple authoritative print...

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.11-12.2 Integrate multiple sources of information

CCSS.ELA-Literacy.SL.11-12.5 Make strategic use of digital media...

<u>Accommodations for students with IEPs</u>	<u>Accommodations for students learning English as an additional language</u>	<u>High-Achievers</u>
<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Small group instruction</li> <li>• Modified questions</li> <li>• Modified note-taking</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary lists with definitions</li> <li>• Modified questions</li> <li>• Group work/discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Higher level critical thinking questions</li> <li>• Higher level critical thinking exercises</li> </ul>

**Resources/Books**

The Americans / Holt McDougal





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Social Studies Department Curriculum

Content/Discipline: United States History and Government (H5) – 3<sup>rd</sup> Marking Period

<http://mcsportal.net>

Marking Period 3

Topic and Essential Question

Section 2.2.2 – The Constitution Tested: Nationalism and Sectionalism – The Civil War

**Constitutional Principles:** What three constitutional principles were debated in the first half of the nineteenth century?

**Diversity:** What caused the sectionalism that led to the Civil War?

**Government:** How was the conflict over federalism resolved?

**Change:** What changes took place during the Civil War?

**Unit/Topics**                      Section 2.2.2 – The Constitution Tested: Nationalism and Sectionalism – The Civil War

SWBAT/Objectives

1. Examine how the southern states began to see their power and influence decrease, and soon after the election of 1860, eleven states seceded from the Union.
2. Understand that the Civil War that followed settled the constitutional question of federal supremacy versus states' rights on the battle fields of Antietam and Gettysburg.

Vocabulary/Key Terms

E. <u>Key People</u>	
William Lloyd Garrison Frederick Douglass Harriet Tubman Sojourner Truth	John Brown Abraham Lincoln Robert E. Less Ulysses S. Grant

F. <u>Key Terms</u>	
Slavery Abolitionist Underground Railroad Popular sovereignty Secede	Confederate States of America Emancipation Proclamation

G. <u>Key Supreme Court Cases</u>	
Dred Scott v. Sanford (1857)	

Assessments:

**Formative:** Quizzes ,Vocabulary use , Group work, Small group discussion, Questioning, Short writing assignments, Paragraph

reflections, Exit Slips, Summary writings

**Summative:** Multiple choice exam / Thematic Essay: Government: Federalism

**Common Core Standards:**

**Reading :**

CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events...

CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view...

CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources...

**Differentiated Instruction:**

**Writing:**

CCSS.ELA-Literacy.WHST.11-12.1 Write arguments focused on *discipline-specific content*.

✓ CCSS.ELA-Literacy.WHST.11-12.1a Introduce precise, knowledgeable claim(s), ....

✓ CCSS.ELA-Literacy.WHST.11-12.1b Develop claim(s) ....

✓ CCSS.ELA-Literacy.WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax ...

✓ CCSS.ELA-Literacy.WHST.11-12.1d Establish and maintain a formal style and ....

✓ CCSS.ELA-Literacy.WHST.11-12.1e Provide a concluding statement or ....

**ELLs:**

**SWDs:**

**High-Achievers:**

CCSS.ELA-Literacy.WHST.11-12.6 Use technology, including the Internet, to produce...

CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts...

**Speaking and Listening:**

CCSS.ELA-Literacy.SL.11-12.3 Evaluate a speaker's point of view...

CCSS.ELA-Literacy.SL.11-12.6 Adapt speech to a variety of contexts and tasks...

<u>Accommodations for students with IEPs</u>	<u>Accommodations for students learning English as an additional language</u>	<u>High-Achievers</u>
<ul style="list-style-type: none"><li>• Graphic organizers</li><li>• Small group instruction</li><li>• Modified questions</li><li>• Modified note-taking</li><li>• Group work/discussions</li></ul>	<ul style="list-style-type: none"><li>• Vocabulary lists with definitions</li><li>• Modified questions</li><li>• Group work/discussions</li></ul>	<ul style="list-style-type: none"><li>• Higher level critical thinking questions</li><li>• Higher level critical thinking exercises</li></ul>

**Resources/Books**

The Americans / Holt McDougal