



**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: United States History I Honors**  
**HILLSBOROUGH TOWNSHIP PUBLIC SCHOOLS**  
**Office of Curriculum and Instruction**  
**CURRICULUM MAP**

<b>COURSE TITLE</b>	United States History I Honors							
<b>GRADE BAND</b>		K-4		5-6		7-8	X	9-12
<b>DEPARTMENT</b>	Social Studies							
<b>LAST REVISION DATE</b>	August 2022							
<b>BOE APPROVAL DATE</b>	October 10, 2022							

<b>COURSE OVERVIEW</b>	
<p>The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. To that end, this curriculum is aligned with the 2020 New Jersey Student Learning Standards - Social Studies. The interdisciplinary nature of the Social Studies Standards allows connections to many NJ standard areas. As such, where applicable, integrations to the other New Jersey Student Learning Standards have been noted in the areas of English Language Arts, Mathematics, Science, Health and Physical Education, World Languages, Visual and Performing Arts, Computer Science &amp; Design Thinking, and Career Readiness, Life Literacies, &amp; Key Skills.</p> <p>The United States History I Honors course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials covered throughout the first half of U.S. history. This course prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, reliability, and importance—and to weigh the evidence and interpretations presented in historical scholarship. The United States History I Honors course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The United States History I Honors course will also help prepare students for the Advanced Placement United States History exam to be given at the end of the AP United States History II.</p>	

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<b>UNIT OF STUDY</b>	1492 - 1607: Three Worlds Meet
<b>PACING</b>	Approximately 15 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How did indigenous societies develop unique and distinct societies prior to European contact?</li> <li>● How did European colonization impact cultures on multiple continents?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Advanced indigenous cultures existed prior to colonization in North and South America and developed unique relationships with European colonists.</li> <li>● Contact between the peoples of Europe, the Americas, and West Africa dramatically altered the course of history.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Compare and contrast Indigenous societies.</li> <li>● Explain how many Native American societies were advanced civilizations.</li> <li>● Identify and analyze causes and effects of European Colonization.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● AQuA Chart (Already Know, Questions, Answers Chart)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Comparison chart identifying key attributes of different indigenous societies</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● SAQs comparing indigenous cultures</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● CA1: SAQs comparing indigenous cultures</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSLs)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</li> <li>● 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).</li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>	
<i>Comprehensive Health &amp; Physical Education</i>	

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<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>Computer Science &amp; Design Thinking</i></b>
<ul style="list-style-type: none"> <li>• 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.</li> <li>• 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.</li> </ul>
<b><i>English Language Arts</i></b>
<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>
<b><i>Mathematics</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>Science</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>Visual &amp; Performing Arts</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>World Languages</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <b><i>Must include the standard # &amp; verbiage</i></b>
<b><i>9.1-Personal Financial Literacy</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>9.2-Career Awareness, Exploration, Preparation, and Training</i></b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b><i>9.4-Life Literacies &amp; Key Skills</i></b>

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- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

#### CAREERS ASSOCIATED WITH THIS UNIT

- Historian, Anthropologist, Author, Researcher

#### DIVERSITY, EQUITY, & INCLUSION CONNECTIONS

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A:52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Indigenous peoples (Holocaust Curriculum Mandate).
- Two-spirit individuals (Inclusive Curriculum Mandate).
- Enslaved peoples and free Black people in Spanish Florida (Amistad Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

#### SOCIAL EMOTIONAL LEARNING CONNECTIONS

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

##### *Self-Awareness*

- Recognize the importance of self-confidence in handling daily tasks and challenges

##### *Self-Management*

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

##### *Social Awareness*

- Recognize and identify the thoughts, feelings, and perspectives of others

##### *Relationship Skills*

- Utilize positive communication and social skills to interact effectively with others

##### *Responsible Decision-Making*

- Develop, implement, and model effective problem-solving and critical thinking skills

#### MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504

- Accommodations for all subject areas may be viewed [here](#).

Hillsborough Township Public Schools Curriculum Map  
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RESOURCES – *Cited print and electronic sources*

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- AP U.S. History Course and Exam Description, College Board, <https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf>.
- “Facing History and Ourselves.” Facing History and Ourselves, <https://www.facinghistory.org>.
- Foner, Eric. *Give Me Liberty! An American History*. New York: W.W. Norton & Company, 2017.
- Heffner, Richard. *A Documentary History of the United States*. Signet, 2009.
- PBS Learning Media. <https://ny.pbslearningmedia.org/>
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- de las Casas, Bartolomeo. *A Short Account of the Destruction of the Indies*, Penguin Classics, 1992.
- Columbus, Christopher. *The Journal of Christopher Columbus*.
- Leon-Portilla, Miguel, et al. *Broken Spears: The Aztec Account of the Conquest of Mexico*. Beacon Press, 2006.
- Pereira, Juan Solórzano. “A Seventeenth Century Defense of Spanish Treatment of Indians.”
- Two Spirit and LGBTQ+ Identities: Today and Centuries Ago, <https://www.hrc.org/news/two-spirit-and-lgbtq-identities-today-and-centuries-ago>.
- “LGBTQ-Inclusive Lessons and Resources.” *LGBTQ Inclusive Lessons and Resources*, Garden State Equality and Make It Better for Youth, <https://www.teach.lgbt/lesson/colonial-dilemmas/>.
- Vespucci, Amerigo. Illustrations.
- CrashCourse. “Introduction to Crash Course Navigating Digital Information #1.” *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU>.
- “For Families and Educators.” *ADL*, <https://www.adl.org/education/families-educators>.
- “New Jersey Department of Education.” *Families Portal*, <https://www.nj.gov/education/families>.
- Smith, Kaitlin. “Learning Beyond the Classroom: Free Resources for Parents and Caregivers.” *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.
- “Education Resources from the Library of Congress.” *Library of Congress*. 22 September 2022. <https://www.loc.gov/education/>.

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<b>UNIT OF STUDY</b>	1607 - 1754: Causes and effects of English Colonization
<b>PACING</b>	Approximately 20 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● How did European settlers draw influence from various sources in implementing their political and economic systems in the Americas?</li> <li>● How did European colonization impact cultures on multiple continents?</li> <li>● How did geography contribute to the development of distinct colonial regions?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Colonists to English colonies drew influence from multiple sources (European, Indigenous, and ancient civilizations) in establishing political and economic systems in North America.</li> <li>● English colonization had profound impacts upon Indigenous cultures in North America and Western Africa.</li> <li>● Geography influenced the development of social, economic and political systems throughout territory claimed by the English during this period.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Analyze and evaluate methods of colonization employed by English settlers.</li> <li>● Compare regional similarities/differences to explain how geography influenced political, economic and social systems.</li> <li>● Analyze primary sources of the effects of European Colonization on Indigenous cultures.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● AQuA Chart (Already Know, Questions, Answers Chart)</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Multiple-Choice content questions</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Synthesize information to successfully complete a written assessment.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Synthesize information to successfully complete a written assessment.</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</li> </ul>	

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- 6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
- 6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- 6.1.12.CivicsPI.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.

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

##### ***Comprehensive Health & Physical Education***

- None.

##### ***Computer Science & Design Thinking***

- 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

##### ***English Language Arts***

- 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.
- 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.
- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

##### ***Mathematics***

- None.

##### ***Science***

- None.

##### ***Visual & Performing Arts***

- None.

##### ***World Languages***

- None.

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**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

**9.1-Personal Financial Literacy**

- None.

**9.2-Career Awareness, Exploration, Preparation, and Training**

- None.

**9.4-Life Literacies & Key Skills**

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a).
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

**CAREERS ASSOCIATED WITH THIS UNIT**

- Historian, Author, Researcher

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A 52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- 6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
- Indigenous Peoples (Holocaust Curriculum Mandate).
- Enslaved Peoples & Free Black People - Angela, John Punch (Amistad Curriculum Mandate).
- Roles of Women (Inclusive Curriculum Mandate).
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

*[NJ SEL](#) sub-competencies are listed that are addressed in this unit*

**Self-Awareness**

- Recognize the importance of self-confidence in handling daily tasks and challenges

**Self-Management**

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

**Social Awareness**



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- Recognize and identify the thoughts, feelings, and perspectives of others

***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

***Responsible Decision-Making***

- Develop, implement, and model effective problem-solving and critical thinking skills

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

- AP U.S. History Course and Exam Description, College Board, <https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf>.
- Foner, Eric. *Give Me Liberty! An American History*. New York: W.W. Norton & Company, 2017.
- Articles of Capitulation from the Battle of Fort Necessity.
- Bacon, Nathaniel. "The Declaration of the People."
- Barbot, John. Sketches.
- Berkeley, William. "The Declaration and Remonstrance of Sir William Berkeley, His Most Sacred Majesties Governor and Captain General of Virginia."
- Beverly, Robert. Untitled account of Bacon's Rebellion.
- Best, George. "A True Discourse of the Three Voyages of Discovery."
- Cole, Nathan. "Nathan Cole's Spiritual Travels."
- DeBry, Theodor. Engravings.
- Frethorne, Richard. "Loving and Kind Mother and Father."
- Helier, Thomas. "A Gallows Confession."
- Excerpts from the Trial of Anne Hutchinson.
- Constitution of the Haudenosaunee Confederacy.
- Maryland's Act of Toleration.
- Mayflower Compact.
- Minavavana. "Address to English Trader by Chippewa Chief."
- Moses, Robert. *A Soldier's Diary*.
- Ostenaco. "Decree by Cherokee Chief."
- Penn, William. Selected letters.
- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU>.
- "For Families and Educators." *ADL*, <https://www.adl.org/education/families-educators>.

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- “New Jersey Department of Education.” *Families Portal*, <https://www.nj.gov/education/families>.
- Smith, Kaitlin. “Learning Beyond the Classroom: Free Resources for Parents and Caregivers.” *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.

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<b>UNIT OF STUDY</b>	1754 - 1800: Efforts and Challenges in Forming a More Perfect Union
<b>PACING</b>	Approximately 57 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What were the causes of the American Revolution?</li> <li>● How did distinct groups including African Americans, indigenous people, LGBT people, and women, contribute to events leading up to and during the war?</li> <li>● How does the Constitution draw influence from a variety of sources in an effort to balance the needs of individual citizens, states and national governments?</li> <li>● How do early political debates regarding the structure and implementation of the Constitution continue to be relevant in America today?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● The war for independence was a result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralized policies and practices.</li> <li>● The pre-Revolutionary War and Revolutionary War periods would not have been possible without the contributions of diverse groups of people.</li> <li>● The Constitution employs concepts of government drawn from the Haudenosaunee Confederation and classical European civilizations.</li> <li>● 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.</li> <li>● Debates about individual rights, states’ rights, and federal power shaped and continue to affect political and economic institutions.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Identify and analyze the contributions of diverse groups in contributing to events before and during the Revolutionary War.</li> <li>● Review primary source material from Indigenous societies and the Enlightenment to evaluate their contributions in designing the US Constitution.</li> <li>● Analyze and evaluate critical language and concepts woven into the Constitution and apply those concepts to both historical and contemporary situations and debates.</li> <li>● Evaluate historical and contemporary issues regarding the federalist balancing of power between states and the national government.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Have students create an entrance card / ticket of five things they know about the Constitution</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Federalist v. Antifederalist Chart</li> </ul>

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<b>Summative</b>	<ul style="list-style-type: none"> <li>● LEQ unit assessment</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● LEQ unit assessment</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b> <i>Must include the standard # &amp; verbiage</i>	
<ul style="list-style-type: none"> <li>● 6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.</li> <li>● 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.</li> <li>● 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).</li> <li>● 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</li> </ul>	
<b>INTERDISCIPLINARY CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>	
<i>Comprehensive Health &amp; Physical Education</i>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	
<i>Computer Science &amp; Design Thinking</i>	
<ul style="list-style-type: none"> <li>● 8.1.12.AP.4: Design and iteratively develop computational artifacts for practical intent, personal expression, or to address a societal issue.</li> <li>● 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.</li> </ul>	
<i>English Language Arts</i>	
<ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	
<i>Mathematics</i>	
<ul style="list-style-type: none"> <li>● None.</li> </ul>	

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<b>Science</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>Visual &amp; Performing Arts</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>World Languages</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>CAREER READINESS, LIFE LITERACIES, &amp; KEY SKILLS CONNECTIONS</b> <i>Must include the standard # &amp; verbiage</i>
<b>9.1-Personal Financial Literacy</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.2-Career Awareness, Exploration, Preparation, and Training</b>
<ul style="list-style-type: none"> <li>• None.</li> </ul>
<b>9.4-Life Literacies &amp; Key Skills</b>
<ul style="list-style-type: none"> <li>• 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).</li> <li>• 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.</li> </ul>
<b>CAREERS ASSOCIATED WITH THIS UNIT</b>
<ul style="list-style-type: none"> <li>• Historian, Author, Politician, Community Organizer</li> </ul>
<b>DIVERSITY, EQUITY, &amp; INCLUSION CONNECTIONS</b> <i>Required in grades K-12 per <a href="#">N.J.S.A. 18A:35-4:36a</a> &amp; the Amistad Law <a href="#">N.J.S.A. 18A:52:16A-88</a></i> <i>Required in grades 7-12 per <a href="#">N.J.S.A. 18A:35-4:35</a></i>
<ul style="list-style-type: none"> <li>• Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.</li> <li>• Contributions of women and the LGBTQIA+ community throughout the Pre-Revolution and Revolutionary periods (Inclusive Curriculum Mandate).</li> <li>• Contributions of Black people throughout the Pre-Revolution and Revolutionary periods (Amistad Curriculum Mandate).</li> <li>• Contributions of Native Americans throughout the Pre-Revolution and revolutionary periods (Holocaust Curriculum Mandate).</li> <li>• U.S. Constitution (Holocaust Curriculum Mandate).</li> </ul>

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**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL** sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

***Responsible Decision-Making***

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**RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

- AP U.S. History Course and Exam Description, College Board, <https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf>.
- Foner, Eric. *Give Me Liberty! An American History*. New York: W.W. Norton & Company, 2014.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- The Articles of Confederation.
- The U.S. Constitution.
- Paine, Thomas. "The Crisis."
- Paine, Thomas. "Common Sense."
- George Washington. Farewell Address.
- Virginia Resolution of 1796.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: United States History I Honors

- *Marbury vs. Madison* Decision.
- Jefferson, Thomas. "The Declaration of Independence."
- The Olive Branch Petition.
- Jefferson, Thomas. "Letter to William Smith."
- Smith, Melancton. "Representation in Government."
- Clinton, George. "In Opposition to Destruction of States' Rights."
- Adams, Abigail. Letters to John Adams.
- "Influence on Democracy, Haudenosaunee Confederacy," <https://www.haudenosauneeconfederacy.com/influence-on-democracy>.
- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU>.
- "For Families and Educators." *ADL*, <https://www.adl.org/education/families-educators>.
- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: United States History I Honors**

<b>UNIT OF STUDY</b>	Expansion and Reform (1800-1848)
<b>PACING</b>	Approximately 47 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What were the economic, social and political impacts of the growth of the United States during the time period?</li> <li>● What impacts did the growth of the nation have on distinct groups of people (immigrants, women, Black people, Indigenous people, Mexicans, Filipinos, LGBTQIA+)?</li> <li>● How did the concept and administration of democracy evolve over time and in what ways was it limited in representation?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● Multiple political, social, and economic factors caused American territorial expansion.</li> <li>● The rapid expansion and transformation of the United States contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.</li> <li>● The United States began as a representative democracy dominated by elites but over time power began to be shared by the masses while limiting the rights of certain groups of people.</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Compare and contrast the attempts to give rights and freedoms to distinct groups of people during this time period of reform.</li> <li>● Evaluate the impact of United States expansion on distinct groups of people, including (immigrants, women, Black people, Indigenous people, Mexicans, Filipinos, LGBTQIA+).</li> <li>● Evaluate primary and secondary sources to identify the impacts of United States expansion.</li> <li>● Develop an argument about the impacts of United States expansion, including learned information and citations from primary and secondary sources.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Vocabulary / Key Term Activity</li> </ul>
<b>Formative</b>	<ul style="list-style-type: none"> <li>● Impacts Chart</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● LEQ on impact of this time period</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● LEQ on impact of this time period</li> </ul>
<b>NEW JERSEY STUDENT LEARNING STANDARDS (NJSL)</b>	
<i>Must include the standard # &amp; verbiage</i>	



## Hillsborough Township Public Schools Curriculum Map

### Course Title: United States History I Honors

- 6.1.12.HistoryUP.2.b: Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.
- 6.1.12.HistoryUP.2.c: Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).
- 6.1.12.HistorySE.2.a: Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
- 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.CivicsDP.3.a: Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.CivicsDP.3.c: Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.HistoryUP.3.a: Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).
- 6.1.12.HistoryCA.3.a: Use evidence to demonstrate 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).

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

#### ***Comprehensive Health & Physical Education***

- None.

#### ***Computer Science & Design Thinking***

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

#### ***English Language Arts***

- 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.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: United States History I Honors

- 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.
- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

#### **Mathematics**

- None.

#### **Science**

- None.

#### **Visual & Performing Arts**

- None.

#### **World Languages**

- None.

#### **CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**

*Must include the standard # & verbiage*

#### **9.1-Personal Financial Literacy**

- None.

#### **9.2-Career Awareness, Exploration, Preparation, and Training**

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

#### **9.4-Life Literacies & Key Skills**

- None.

#### **CAREERS ASSOCIATED WITH THIS UNIT**

- Geologist, Sociologist, Economist, Historian/History Teacher, Archivist/Public Historian, Museum Studies, Entrepreneur, Politician

#### **DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A:52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

## Hillsborough Township Public Schools Curriculum Map

### Course Title: United States History I Honors

- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.
- 5 Civilized Tribes and Trail of Tears (Holocaust Curriculum Mandate).
- Treatment of people with intellectual and physical disabilities (Inclusive Curriculum Mandate).
- The Haitian Revolution, Abolitionist Movement, The Underground Railroad, Amistad Decision, and resistance during the expansion of slavery (Amistad Curriculum Mandate).
- Irish and Asian participation in the Transcontinental Railroad (Asian-American and Pacific Islander Curriculum Mandate).

#### **SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL sub-competencies are listed that are addressed in this unit***

##### ***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

##### ***Self-Management***

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

##### ***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

##### ***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

##### ***Responsible Decision-Making***

- Develop, implement, and model effective problem-solving and critical thinking skills

#### **MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

#### **RESOURCES – *Cited print and electronic sources***

The following resources are general resources used to support the curriculum. For web resources, students are provided direct links to specific sections of the resource. Please be aware that since these are open source resources, students have access to content outside of the intended lesson plan, and they are able to navigate to any content available on the site.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: United States History I Honors

- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.
- AP U.S. History Course and Exam Description, College Board, <https://apcentral.collegeboard.org/media/pdf/ap-us-history-course-and-exam-description.pdf>.
- Bronski, Michael. *A Queer History of the United States*, 2011.
- Foner, Eric. *Give Me Liberty! An American History*. New York: W.W. Norton & Company, 2011.
- Gordon-Reed, Annette. *The Hemingses of Monticello*, W.W. Norton, 2008.
- Gregory McMillen, Sally. *Seneca Falls and the Origin of the Women's Rights Movement*, Oxford University Press, 2008.
- Heffner, Richard D. *A Documentary History of the United States*. Signet, 2009.
- Jacobs, Harriet. *Incidents in the Life of a Slave Girl Written By Herself*. Simon & Brown, 2012.
- Kolchin, Peter. *American Slavery: 1619-1877*. Hill and Wang, 2003.
- Woodworth, Steven. *Manifest Destinies: America's Westward Expansion and the Road to the Civil War*. Vintage, 2010.
- Zinn, Howard. *The People's History of the United States*. Harper Perennial Modern Classics, 2003.
- Seneca Falls Convention. "The Declaration of Sentiments."
- Gast, John. "American Progress" (painting).
- Cole, Thomas. "The Oxbow" (painting).
- Dickinson, Emily. Selected poetry.
- Longfellow, Henry Wadsworth. Selected poetry.
- Whitman, Walt. Selected poetry.
- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU>.
- "For Families and Educators." *ADL*, <https://www.adl.org/education/families-educators>.
- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.

**Hillsborough Township Public Schools Curriculum Map**  
**Course Title: United States History I Honors**

<b>UNIT OF STUDY</b>	Civil War and Reconstruction (1848-1877)
<b>PACING</b>	Approximately 47 days
<b>ESSENTIAL QUESTIONS</b>	
<ul style="list-style-type: none"> <li>● What were the immediate and long term factors that led up to the American Civil War?</li> <li>● How did distinct groups contribute to the Civil War (Immigrants, Women, Black people, Indigenous people, Hispanic/Latinos, LGBT people, Asian and Pacific Islander people)?</li> <li>● In what ways did the social, political, and economic structures of the United States change and stay the same during Reconstruction?</li> <li>● How were distinct groups living within the United States affected by Reconstruction (immigrants, women, Black people, Indigenous people, Hispanic/Latinos, LGBT people, Asian and Pacific Islander people)?</li> </ul>	
<b>ENDURING UNDERSTANDINGS</b>	
<ul style="list-style-type: none"> <li>● The Civil War was caused by ideological, economic, and political differences about the future course of the nation.</li> <li>● The contributions of distinct groups helped to influence the pre-war and the Civil War periods (Immigrants, Women, Black people, Indigenous people, Hispanic/Latinos, LGBT people, Asian and Pacific Islander people).</li> <li>● The impact of the Reconstruction Era on the social, political and economic structure of America.</li> <li>● The ways the Constitutional amendments and national laws from the war and postwar period impacted the lives of distinct groups (Immigrants, Women, Black people, Indigenous people, Hispanic/Latinos, LGBT people, Asian and Pacific Islander people).</li> </ul>	
<b>LEARNING TARGETS</b>	
<ul style="list-style-type: none"> <li>● Use primary and secondary sources to understand different perspectives on the Civil War.</li> <li>● Identify the causes and major events of the Civil War.</li> <li>● Explain the contributions of distinct and diverse groups of people towards the Civil War.</li> <li>● Determine that the Union would not have won the Civil War without the contributions of distinct groups of people.</li> <li>● Identify that Reconstruction is an unfinished process.</li> <li>● Synthesize that Reconstruction laid the foundation for human rights and later civil rights movements.</li> </ul>	
<b>COMMON ASSESSMENTS</b>	
<b>Pre-Assessment(s)</b>	<ul style="list-style-type: none"> <li>● Student Free Write on the Effects of the Civil War</li> </ul>

## Hillsborough Township Public Schools Curriculum Map

### Course Title: United States History I Honors

<b>Formative</b>	<ul style="list-style-type: none"> <li>● Three key events of the Pre Civil War Era with explanation and ranking.</li> <li>● Three key events of the Civil War with explanation and ranking.</li> <li>● Success and Failures of Reconstruction Chart</li> </ul>
<b>Summative</b>	<ul style="list-style-type: none"> <li>● Visual essay tracing modern issue of student choosing related to the 14th Amendment.</li> </ul>
<b>Benchmark</b>	<ul style="list-style-type: none"> <li>● Visual essay tracing modern issue of student choosing related to the 14th Amendment.</li> </ul>

#### NEW JERSEY STUDENT LEARNING STANDARDS [\(NJSLs\)](#)

*Must include the standard # & verbiage*

- 6.1.12.CivicsDP.4.b: Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
- 6.1.12.CivicsPR.4.a: Draw from multiple sources to explain 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.HistoryUP.3.b: Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the Civil War.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryUP.4.b: Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: United States History I Honors

- 6.1.12.HistoryCA.4.a: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.CivicsDP.5.a: Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.

#### **INTERDISCIPLINARY CONNECTIONS**

*Must include the standard # & verbiage*

##### *Comprehensive Health & Physical Education*

- None.

##### *Computer Science & Design Thinking*

- 8.1.12.AP.5: Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.
- 8.1.12.AP.6: Create artifacts by using procedures within a program, combinations of data and procedures, or independent but interrelated programs.

##### *English Language Arts*

- 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.
- 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.
- 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.
- WHST.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.9-10.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

##### *Mathematics*

- None.

##### *Science*

- None.

##### *Visual & Performing Arts*

Hillsborough Township Public Schools Curriculum Map  
Course Title: United States History I Honors

- None.

*World Languages*

- None.

**CAREER READINESS, LIFE LITERACIES, & KEY SKILLS CONNECTIONS**  
*Must include the standard # & verbiage*

*9.1-Personal Financial Literacy*

- None.

*9.2-Career Awareness, Exploration, Preparation, and Training*

- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

*9.4-Life Literacies & Key Skills*

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12 prof.CR3a).
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

**CAREERS ASSOCIATED WITH THIS UNIT**

- Military Leader, Author, Lawyer, Sociologist, Economist, Historian/History Teacher, Museum Studies, Entrepreneur, Politician

**DIVERSITY, EQUITY, & INCLUSION CONNECTIONS**

*Required in grades K-12 per [N.J.S.A. 18A:35-4:36a](#) & the Amistad Law [N.J.S.A. 18A:52:16A-88](#)*

*Required in grades 7-12 per [N.J.S.A. 18A:35-4.35](#)*

- Abolitionist movement and Underground Railroad (Amistad Curriculum Mandate).
- Black participants in the Civil War (Amistad Curriculum Mandate).
- Asian Americans in the Civil War (Asian-American and Pacific Islander Curriculum Mandate).
- Role of women and LGBTQIA individuals in the Civil War (Inclusive Curriculum Mandate).
- This unit addresses the causes of the Civil War, especially the human rights abuses that led to war. The impacts the causes had on distinct and diverse groups of people, including women, free Black people, enslaved people, Indigenous people, Hispanic-Americans, and Asian-Americans, will be analyzed.
- Instruction shall encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.



Hillsborough Township Public Schools Curriculum Map  
Course Title: United States History I Honors

**SOCIAL EMOTIONAL LEARNING CONNECTIONS**

***NJ SEL** sub-competencies are listed that are addressed in this unit*

***Self-Awareness***

- Recognize the importance of self-confidence in handling daily tasks and challenges

***Self-Management***

- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors

***Social Awareness***

- Recognize and identify the thoughts, feelings, and perspectives of others

***Relationship Skills***

- Utilize positive communication and social skills to interact effectively with others

***Responsible Decision-Making***

- Develop, implement, and model effective problem-solving and critical thinking skills

**MODIFICATIONS/ACCOMMODATIONS - ELL, Special Education, Gifted, At Risk of Failure, 504**

- Accommodations for all subject areas may be viewed [here](#).

**RESOURCES – *Cited print and electronic sources***

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- Bronski, Michael. *A Queer History of the United States*. Beacon Press, 2011.
- Brown, Dee and Hampton Sides. *Bury My Heart of Wounded Knee: An Indian History of the American West*. Holt Paperbacks, 2007.
- Douglass, Frederick. *Narrative of the Life of Frederick Douglass*. Dover Publications, 2005.
- Finkleman, Paul. *Dred Scott v. Sandford: A Brief With Documents*. Bedford/St. Martin's, 1997.
- Foner, Eric. *Reconstruction: America's Unfinished Revolution, 1863-1877*. Harper Classics, 2002.
- Heffner, Richard, *A Documentary History of the United States*. Signet, 2009.

## Hillsborough Township Public Schools Curriculum Map

### Course Title: United States History I Honors

- Kearns, Doris Kearns. *A Team of Rivals: The Political Genius of Abraham Lincoln*. Simon & Schuster, 2006.
- Kolchin, Peter. *American Slavery: 1619-1877*. Hill and Wang, 2003.
- MacPherson, James, *The Battle Cry of Freedom: The Civil War Era*, Oxford University Press, 2003.
- Maltz, Earl M. *Dred Scott and the Politics of Slavery*. University Press of Kansas, 2007.
- Oshinsky, David M. *Worse Than Slavery: Parchman Farm and the Ordeal of Jim Crow Justice*. Free Press, 1997.
- Stowe, Harriett Beecher. *Uncle Tom's Cabin*. Dover Publications, 2005.
- Zinn, Howard. *The People's History of the United States*, 2003.
- *America: The Story of Us* (video series).
- O'Reilly, Kevin. *Critical Thinking in US History (Colonies to Constitution, New Republic to Civil War, Reconstruction to Progressives)*. Critical Thinking Co., 1990.
- PBS. *Freedom: A History of US*. 2013.
- Lincoln, Abraham. "The Gettysburg Address."
- Lincoln, Abraham. "The Emancipation Proclamation."
- Lincoln, Abraham. Inaugural Addresses. 1861 and 1865.
- Stowe, Harriett Beecher. *Uncle Tom's Cabin*.
- *Dred Scott v. Sanford* Supreme Court majority and dissenting opinions.
- CrashCourse. "Introduction to Crash Course Navigating Digital Information #1." *YouTube*, 8 Jan. 2019, <https://www.youtube.com/watch?v=pLlv2o6UfTU>.
- "For Families and Educators." *ADL*, <https://www.adl.org/education/families-educators>.
- "New Jersey Department of Education." *Families Portal*, <https://www.nj.gov/education/families>.
- Smith, Kaitlin. "Learning Beyond the Classroom: Free Resources for Parents and Caregivers." *Facing History Today*, Accessed 2 Aug. 2022, <https://facingtoday.facinghistory.org/learning-beyond-the-classroom-free-resources-for-parents-and-caregivers>.
- Diversity, Equity & Inclusion Educational Resources. NJ Department of Education. <https://www.nj.gov/education/standards/dei/>.