



PISCATAWAY TOWNSHIP SCHOOLS

Dr. Frank Ranelli
Superintendent of Schools

Dr. William Baskerville
Assistant Superintendent for
Curriculum and Instruction

Content Area: Honors USI/Law
Grade Span: 10th Grade
Revised by: Lisa Sudfield
Presented by: James Knox
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Members of the Board of Education

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Dr. Tom Connors – Vice President
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Courtney King
Kimberly Lane
Nancy Salgado-Cowan
Sarah Rashid
Zoe Scotto
Brenda Smith

Piscataway Township Schools
1515 Stelton Road
Piscataway, NJ 08854-1332
732 572-2289, ext. 2561
Fax 732 572-1540
www.piscatawayschools.org

COURSE OVERVIEW

Description

Honors USI/Law is a 5 credit, full-year course designed to engage students as civic-minded individuals. The course will engage students in the study of United States History from early colonial times through the turn of the twentieth century. While studying American History, specific attention will be given to rights of the people (or lack thereof) during this time period. Students will learn to question what is justice and how can it look different depending upon situational factors. We will also use historical cases as a basis for teaching content. Students will explore U. S. History using a variety of skills and activities that will prepare them for the challenges of today's world and workplace and that will encourage them to be active in civics to become active members of society.

After the study of American History has been completed, students will then focus solely on different aspects of American Civil Law and how these laws affect citizens. The scope of this course is to enlighten students in multiple areas of Civil Law (law related to the private rights of individuals, groups or businesses). This course covers a large variety of topics from small claims court (otherwise known as "The People's Court") to large lawsuits. This course offers young adults a knowledge base in their rights and responsibilities as individuals covering such topics as buying or renting a home, the contract made by marriages and divorces, as well as family law issues such as adoption. It can help in making important life decisions such as making purchases (understanding warranties, etc.), obtaining automobile insurance, hiring attorneys, etc. During this course students will participate in group discussions, mock trials, and a variety of other creative and thought-provoking activities.

Goals

In the Honors USI/Law Course, a greater focus will be on law and justice throughout the US I Curriculum to prepare students for the study of Law when it comes to the survey section of the course. This emphasis will help students understand, as a nation of laws, it is imperative to see the ways the Constitution has been utilized to move forward the rights of all Americans throughout our history. A strong focus on historical context as well as civics will be utilized to ensure students have a broad understanding of American foundations. The students, while utilizing historical cases and situations, will develop and work on critical thinking skills as they seek a better understanding of history through its happenings. This course will also help to develop well-rounded, civics minded citizens who understand the basics of how law works in our day-to-day lives. The emphasis is on practical law items such as insurance, housing policies, marriage and divorce regulations, the juvenile justice system, and consumer regulations, protections and policies; things most people will need to deal with and confront throughout their lives.

Scope and Sequence ***Note: these are approximate days and leave open days for final exams and review. Total here account for 74 of a possible 80 in an A/B schedule**

Units: USI	Topic	Length
Unit 1	1491-1607: 3 World's Meet/initial settlements	3 Days
Unit 2	1607-1754: Creating an American Culture	4 Days
Unit 3	1754-1781: the Move Towards Independence	4 Days
Unit 4	1781-1800: The Constitution Era	10 Days
Unit 5	1800- 1830: The Jeffersonian Era & Era of Good Feeling	4 Days
Unit 6	1840-1850: The Era of Jackson and Unrest	4 Days

Unit 7	1850-1877: Civil War & Reconstruction	11 Days
Unit 8	1865-1899: The closing of the West and the fight for Equality	2 Days
Units: Civil Law	Topic	Length
Unit 1	What is Law? Basics of the system	7 Days
Unit 2	Torts	11 Days
Unit 3	Consumer and Housing Law	6 Days
Unit 4	Family Law and the Juvenile Justice System	7 Days
	**NOTE: Units 3 & 4 is now a hybrid unit and will also include our Class Mock Trial in which students will role-play the various roles in a trial. It will focus on a civil law based case.	

Resources

Core Text USI: *The Americans*

Suggested Resources: All resources are in department resource file on Schoology.

We will also utilize AMSCO US History as well the American Yawp

<https://www.americanyawp.com/>

We The People: The Citizen and the Constitution- 4th Edition

Center for Civic Education

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Core websites to work with the Civics/History components:

Jack Miller Civics Education:

<https://contextus.org/texts>

The National Constitution Center:

<https://constitutioncenter.org/>

For the Law class: Street Law

Suggested Resources:

American Bar Association:

www.Americanbar.org

NJ State Bar Foundation:

<https://njsbf.org/>

Street Law Website:

<https://streetlaw.org/>

Justice and Dissent

Gary Parker Schoales

Copyright 1995

Dover Publications

The Center for Applied Research in
Education

*We will also be implementing the Harvard Case Method as a basis of USI content throughout the first half of the year. Teachers teaching the USI/Law Honors Curriculum will receive free training, resource and certification from Case Method Institute for Education and Democracy.

UNIT 1/USI: 1491-1607: 3 World's Meet/initial settlements

Summary and Rationale	
This unit will focus on 1491 to 1607 as it will focus on exploration and the early settlements. Key components of the Unit include a focus on our immigrant history, the key civilizations of Latin America and their interactions with the Spanish and Portuguese.	
Recommended Pacing	
3 Days total. Please see Curriculum Pacing guide for further details.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
	<p>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).</p> <p>6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.</p> <p>6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.</p> <p>6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.</p> <p>6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa</p> <p>6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.</p> <p>6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.</p> <p>6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas</p> <p>6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).</p> <p>6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies</p>

Instructional Focus

Unit Enduring Understandings

- North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture

Unit Essential Questions

In what way did the interactions between Africa, Europe and the Americas create a global trade and lead to the development of a new nation?

Objectives

Students will know:

- European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity
- The Columbian Exchange brought new crops to Europe from the Americas, stimulating European population growth, and new sources of mineral wealth, which facilitated the European shift from feudalism to capitalism.
- Spanish exploration and conquest of the Americas were accompanied and furthered by widespread deadly epidemics that devastated native populations and by the introduction of crops and animals not found in America
- European traders partnered with some West African groups who practiced slavery to forcibly extract slave labor for the Americas. The Spanish imported enslaved Africans to labor in plantation agriculture and mining

Students will be able to:

- Explain the context for European encounters in the Americas from 1491 to 1607.
- Explain the causes of exploration and conquest of the New World by various European nations.
- Explain causes of the Columbian Exchange and its effect on Europe and the Americas during the period after 1492.
- Explain how and why European and Native American perspectives of others developed and changed in the period.

Resources

www.americanyawp.com

<https://www.ushistory.org/>

AMSCO Book

*Library of Congress: Exhibition

1492- an Ongoing Voyage

<https://www.loc.gov/exhibits/1492/mediterr.html>

UNIT 2/USI: 1607-1754: Creating an American Culture

Summary and Rationale

This brief unit will focus on the English settlements and how an American Culture was developing. This unit will end with the French and Indian War.

Recommended Pacing

3 Days total. Please see Curriculum Pacing guide for a more detailed breakdown of unit.

State Standards

Standard

Cumulative Progress Indicator (CPI)

- **6.1.12.CivicsPD.1.a:** Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
- **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.
- **6.1.12.HistoryCC.3.a:** Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
- **6.2.12.GeoPP.1.a:** Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns

Instructional Focus

Unit Enduring Understandings

- North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
- Global interconnections create complex spatial patterns at multiple scales that continue to change over time.
- Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture

Unit Essential Questions

In what ways did the English settlements form and spread along the Eastern Atlantic?

Objectives

Students will know:

- European nations' efforts to explore and conquer the New World stemmed from a search for new sources of wealth, economic and military competition, and a desire to spread Christianity
- English colonization efforts attracted a comparatively large number of male and female British migrants, as well as other European migrants, all of whom sought social mobility, economic prosperity, religious freedom, and improved living conditions. These colonists focused on agriculture and settled on land taken from Native Americans, from whom they lived separately

Students will be able to:

- Explain how and why European and Native American perspectives of others developed and changed in the period.
- Explain how and why there was a mix of successes and failures that developed over the time period leading to a more definitive American nation and culture.

Resources

www.americanyawp.com
<https://www.ushistory.org/>

AMSCO Book

- ✓ ***Great American Trials: The Salem Witch Trials***
- ✓ ***Critical Thinking Exercise: Habeas Corpus- We The People book***
- ✓ ***Lesson 5: We the People***

UNIT 3/USI: 1754-1781: the Move Towards Independence

Summary and Rationale

This unit will focus exclusively on the causes of the American Revolution as well as the impact of the Revolution on the creation of the United States. Emphasis will be on foundational documents the Declaration of Independence and the Articles of Confederation.

Recommended Pacing

5 Days total. Please see Curriculum Pacing guide for a more detailed breakdown of unit.

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
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| | <ul style="list-style-type: none"> ▪ 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. ▪ 6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. ▪ 6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. ▪ 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights). ▪ 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. |
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- **6.1.12.GeoPP.2.b:** Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery

Instructional Focus

Unit Enduring Understandings

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

Unit Essential Questions

- What events caused the unrest in the American political and social theaters?
- How does the Declaration of Independence reflect the changing attitudes towards government and the people?

Objectives

Students will know:

- Colonial rivalry intensified between Britain and France in the mid-18th century, as the growing population of the British colonies expanded into the interior of North America, threatening French–Indian trade networks and American Indian autonomy.
- Britain achieved a major expansion of its territorial holdings by defeating the French, but at tremendous expense, setting the stage for imperial efforts to raise revenue and consolidate control over the colonies.
- In the face of economic shortages and the British military occupation of some regions, men and women mobilized in large numbers to provide financial and material support to the Patriot movement.
- The American Revolution and the ideals set forth in the Declaration of Independence reverberated in France, Haiti, and Latin America, inspiring future independence movements
- As settlers moved westward during the 1780s, Congress enacted the Northwest Ordinance for admitting new states; the ordinance promoted public education, the protection of private property, and a ban on slavery in the Northwest Territory.

Students will be able to:

- Explain the context in which America gained independence and developed a sense of national identity.
- Explain how British colonial policies regarding North America led to the Revolutionary War.
- Explain how and why colonial attitudes about government and the individual changed in the years leading up to the American Revolution.
- Describe the global impact of the American Revolution.

Resources

www.americanyawp.com
<https://www.ushistory.org/>
 AMSCO Book
 Timeline of British Acts on the Colonies

Primary Sources: The Declaration of Independence- The Articles of Confederation-The Northwest Ordinances

- ✓ **Great American Trials: The Boston Massacre**
- ✓ **We The People book- Lesson 6**

<https://contextus.org/texts>

UNIT 4/USI: 1781-1800: The Constitution Era

Summary and Rationale

This unit will focus on the debate about and creation of a Constitution. It will also look at the development of a two-party system, the presidencies of Washington and Adams as well as the first real election “fight” during the election of 1800 between Adams and Jefferson.

Recommended Pacing

10 Days total. Please see Curriculum Pacing guide submitted summer 2021 for a more detailed breakdown of unit.

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
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	<p>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).</p> <p>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.</p> <p>6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.</p> <p>6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.</p> <p>6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties</p> <p>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.</p> <p>6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery</p>
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Instructional Focus	
Unit Enduring Understandings	
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.	
Unit Essential Questions	
<ul style="list-style-type: none"> • How is the Constitution an example of compromise? • How does the Constitution reflect an understanding of the majority in power while still giving weight to the minority opinion? • How does the Constitution ensure protections to the people from their government? 	
Objectives :	
<p>Students will know:</p> <ul style="list-style-type: none"> ▪ The Constitutional Convention compromised over the representation of slave states in Congress and the role of the federal government in regulating both slavery and the slave trade, allowing the prohibition of the international slave trade after 1808. ▪ In the debate over ratifying the Constitution, Anti-Federalists opposing ratification battled with Federalists, whose principles were articulated in the Federalist Papers (primarily written by Alexander Hamilton and James Madison). Federalists ensured the ratification of the Constitution by promising the addition of a Bill of Rights that enumerated individual rights and explicitly restricted the powers of the federal government. ▪ An ambiguous relationship between the federal government and American Indian tribes contributed to problems regarding treaties and American Indian legal claims relating to the seizure of their lands ▪ During the presidential administrations of George Washington and John Adams, political leaders created institutions and precedents that put the principles of the Constitution into practice. <p>Students will be able to:</p> <ul style="list-style-type: none"> ▪ Explain the differing ideological positions on the structure and function of the federal government. ▪ Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution. ▪ Explain how and why political ideas, institutions, and party systems developed and changed in the new republic. ▪ Explain how and why migration and immigration to and within North America caused competition and conflict over time. 	
Resources	

Department Created
Constitutional Handbook

www.americanyawp.com

<https://www.ushistory.org/>

AMSCO Book

- ✓ **Harvard Case Method: The Federal Negative**
- ✓ **We The People – Lessons 8 – 10, 13-14**

UNIT 5/USI: 1800- 1830: The Jeffersonian Era & Era of Good Feeling

Summary and Rationale

This unit will focus on the Presidencies of Jefferson, Madison, and Monroe. An emphasis will be placed on America entering into global conflict with Great Britain again as well as domestically dealing with the issue of slavery and its expansion with the Compromise of 1820, as well as a push for internal improvements with the American System.

Recommended Pacing

4 Days total. Please see Curriculum Pacing guide for a more detailed breakdown of unit.

State Standards

Standard

CPI #

Cumulative Progress Indicator (CPI)

6.1.12.GeoPP.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.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues

6.1.12.Civics.PI.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.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

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).

Instructional Focus

Unit Enduring Understandings

- The further development of the United States politically and economically were learning experiences for the young nation as textile factories started to develop in the north and slavery began to expand in the south.

Unit Essential Questions

- How does the federal government continue to develop and expand its power as the country grows?
- To what extent is the art of compromise tested as two distinct economic cultures in the north and south further develop?
- How does the United States prove itself on the world stage defending her sovereignty?

Objectives

Students will know:

- Supreme Court decisions established the primacy of the judiciary in determining the meaning of the Constitution and asserted that federal laws took precedence over state laws.
- Following the Louisiana Purchase, the U.S. government sought influence and control over North America through a variety of means, including exploration and diplomatic efforts
- Congressional attempts at political compromise, such as the Missouri Compromise, only temporarily stemmed growing tensions between opponents and defenders of slavery.
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- The U.S. government sought influence and control over the Western Hemisphere through a variety of means, including military actions, American Indian removal, and diplomatic efforts such as the Monroe Doctrine.

Students will be able to:

- Explain how different regional interests affected debates about the role of the federal government in the early republic
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time
- Explain how and why American foreign policy developed and expanded over time

Resources

www.americanyawp.com

<https://www.ushistory.org/>

AMSCO Book

Primary Source Documents:

- The Monroe Doctrine
- The Star Spangled Banner
- The Louisiana Purchase
- Analysis of primary source documents related to immigration/industrialization/expansion of slavery (links)

- Innovations of the 1800s mini project

UNIT 6/USI : 1840-1859: The Era of Jackson and Unrest/Ante-Bellum America

Summary and Rationale	
This unit will focus on the expansion of voting rights, expansion of executive powers, Manifest Destiny and the social movements which focused on more equality for women and African Americans, focusing on a push to abolish slavery.	
Recommended Pacing	
4 Days total. Please see Curriculum Pacing guide for a more detailed breakdown of unit.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
	<p>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).</p> <p>6.1.12. CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.</p> <p>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.</p> <p>6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.</p> <p>6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.</p> <p>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).</p> <p>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)</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • As opportunities for economic growth continued at both a national and personal level, more people began to question their role as citizens. This leads to social movements in education, abolition, temperance, and women’s rights, just to name a few. • The expansion of industrialization and unrest in Europe led to a large increase in immigration in the United States. • War with Mexico and the discovery of gold in the west led to further expansion of the United States as well as reignited the debate on the slavery. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How does the expansion of voting rights advance the concept of “the common man”? • How does American policy in regards to Native Americans impact the indigenous people? • How does the Mexican-American War and the Gold Rush lead to a more diverse population in the west? 	

- How do the movements for social change impact the rights of women and African Americans?

Objectives

Students will know:

- The United States added large territories in the West through victory in the Mexican–American War and diplomatic negotiations, raising questions about the status of slavery, American Indians, and Mexicans in the newly acquired lands.
- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups’ economic self-sufficiency and cultures
- The Mexican Cession led to heated controversies over whether to allow slavery in the newly acquired territories.
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Compromise of 1850
- Advocates of annexing western lands argued that Manifest Destiny and the superiority of American institutions compelled the United States to expand its borders westward to the Pacific Ocean.
- In the South, although the majority of Southerners owned no slaves, most leaders argued that slavery was part of the Southern way of life.
- Southern business leaders continued to rely on the production and export of traditional agricultural staples, contributing to the growth of a distinctive Southern regional identity.
- Enslaved blacks and free African Americans created communities and strategies to protect their dignity and family structures, and they joined political efforts aimed at changing their status.
- The rise of democratic and individualistic beliefs, a response to rationalism, and changes to society caused by the market revolution, along with greater social and geographical mobility, contributed to moral and social reforms and inspired utopian and other religious movements.
- Gender and family roles changed in response to the market revolution, particularly with the growth of definitions of domestic ideals that emphasized the separation of public and private spheres.
- Abolitionist and antislavery movements gradually achieved emancipation in the North, contributing to the growth of the free African American population, even as many state governments restricted African Americans’ rights.

Students will be able to:

- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848
- Explain the causes of the Second Great Awakening
- Explain how and why various reform movements developed and expanded from 1800 to 1848
- Explain the causes and effects of westward expansion from 1844 to 1877.
- Explain the causes and effects of the Mexican– American War
- Explain the effects of immigration from various parts of the world on American culture from 1844 to 1877 and explain how regional differences related to slavery caused tension in the years leading up to the Civil War.

Resources

www.americanyawp.com

<https://www.ushistory.org/>

AMSCO Book

Primary Source Documents:

- The Declaration of Sentiments
- The Compromise of 1850
- The Indian Removal Act
- ✓ ***Great American Trials: The Bushnell Trial***
- ✓ ***Harvard Case Method: Democracy, Sovereignty and the Struggle over Cherokee Removal***
- ✓ ***BEGIN Fort Sumter Case Study*Can be done in Unit 7***
- ✓ ***We The People – Lessons 20***

UNIT 7/USI : 1859-1877: Civil War & Reconstruction

Summary and Rationale	
<p>This unit will focus on Civil War and the Reconstruction periods. It lays a direct foundation to the US II curriculum as it sets the stage for the amending of the Constitution and the expansion of rights for African Americans as well as the further development of more advancement in technologies and economic opportunities.</p>	
Recommended Pacing	
<p>11 Days total. Please see Curriculum Pacing guide submitted for a more detailed breakdown of unit.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
	<p>6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies. • 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)</p> <p>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.</p> <p>6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.</p> <p>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</p> <p>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.</p> <p>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.</p> <p>6.1.12.HistoryCA.4.c: Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> 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. 	
Unit Essential Questions	
<ul style="list-style-type: none"> Why did compromise fail to prevent Civil War from occurring? 	

- To what extent did the Reconstruction amendments lead to opportunities for African Americans?
- To what extent was Reconstruction a success or a failure?

Objectives

Students will know:

- Westward migration was boosted during and after the Civil War by the passage of new legislation promoting western transportation and economic development.
- U.S. government interaction and conflict with Mexican Americans and American Indians increased in regions newly taken from American Indians and Mexico, altering these groups' economic self-sufficiency and cultures.
- The courts and national leaders made a variety of attempts to resolve the issue of slavery in the territories, including the Kansas–Nebraska Act, and the Dred Scott decision, but these ultimately failed to reduce conflict.
- Lincoln and most Union supporters began the Civil War to preserve the Union, but Lincoln's decision to issue the Emancipation Proclamation reframed the purpose of the war and helped prevent the Confederacy from gaining full diplomatic support from European powers. Many African Americans fled southern plantations and enlisted in the Union Army, helping to undermine the Confederacy.
- Reconstruction altered relationships between the states and the federal government and led to debates over new definitions of citizenship, particularly regarding the rights of African Americans, women, and other minorities.
- The 13th Amendment abolished slavery, while the 14th and 15th amendments granted African Americans citizenship, equal protection under the laws, and voting rights.
- Segregation, violence, Supreme Court decisions, and local political tactics progressively stripped away African American rights, but the 14th and 15th amendments eventually became the basis for court decisions upholding civil rights in the 20th century.
- Reconstruction opened up political opportunities and other leadership roles to former slaves, but it ultimately failed, due both to determined Southern resistance and the North's waning resolve.

Students will be able to:

- Explain the context in which sectional conflict emerged from 1844 to 1877.
- Explain the causes and effects of westward expansion from 1844 to 1877
- Explain how regional differences related to slavery caused tension in the years leading up to the Civil War.
- Explain the various factors that contributed to the Union victory in the Civil War
- Explain the effects of government policy during Reconstruction on society from 1865 to 1877.

Resources

www.americanyawp.com
<https://www.ushistory.org/>
 AMSCO Book
 Primary Source Documents:
 The Kansas-Nebraska Act
 The Gettysburg Address

Lincoln's 2nd Inaugural Address

Emancipation Proclamation

Amendments 13, 14 and 15

Harvard Case Method:

- ***Reconstruction A: The Crisis of 1877 OR Continuation of the Lincoln and Fort Sumter***
- ***Reconstruction B: Jury Rights in Virginia***
- ***We The People – Lessons 17, 19, 20***

UNIT 8/USI: 1865-1899: The closing of the West and the fight for Equality

Summary and Rationale	
This unit will act as the bridge to the USII content. It will cover the closing of the west and the interactions of the US government post-Civil War with settlement, technology and the creating and breaking of treaties with Native Americans.	
Recommended Pacing	
2 Days total. Please see Curriculum Pacing guide submitted for a more detailed breakdown of unit.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
	<p>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.</p> <p>6.1.12.GeoPP.5.a: Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.</p> <p>6.1.12.HistoryNM.5.a: Compare and contrast economic developments and long-term effects of the Civil War on the economics of the North and the South</p> <p>6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.</p>
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. These developments led to mass migrations west creating conflict with the Native people's as the competition for land and resources continued. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • How did government policy regarding Native Americans lead to further conflict, including wars, with various tribes out west? • How did government policies such as the Homestead Act, Morrill Land Act and railroad subsidies aid in the settlement of the west 	
Objectives	
<p>Students will know:</p> <ul style="list-style-type: none"> • Following the Civil War, government subsidies for transportation and communication systems helped open new markets in North America. • The building of transcontinental railroads, the discovery of mineral resources, and government policies promoted economic growth and created new communities and centers of commercial activity 	

- In hopes of achieving ideals of self-sufficiency and independence, migrants moved to both rural and boomtown areas of the West for opportunities, such as building the railroads, mining, farming, and ranching
- As migrant populations increased in number and the American bison population was decimated, competition for land and resources in the West among white settlers, American Indians, and Mexican Americans led to an increase in violent conflict.
- The U.S. government violated treaties with American Indians and responded to resistance with military force, eventually confining American Indians to reservations and denying tribal sovereignty.
- Many American Indians preserved their cultures and tribal identities despite government policies promoting assimilation, and they attempted to develop self-sustaining economic practices.
- The Supreme Court decision in *Plessy v. Ferguson* that upheld racial segregation helped to mark the end of most of the political gains African Americans made during Reconstruction. Facing increased violence, discrimination, and scientific theories of race, African American reformers continued to fight for political and social equality.

Students will be able to:

- Explain the causes and effects of the settlement of the West from 1877 to 1898.
- Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.
- Explain how various factors contributed to continuity and change in the “New South” from 1877 to 1898.
- Explain the effects of technological advances in the development of the United States over time

Resources

www.americanyawp.com
<https://www.ushistory.org/>
 AMSCO Book
 Primary Source Documents:
 The Dawes Severalty Act
 The Homestead Act
Plessy v Ferguson Decision
 (excerpt)
 We The People – Lesson 20:
 American Indian Citizenship &
 voting rights
 Library of Congress overview of
 American Indians in the 1800s
<https://www.loc.gov/classroom-materials/immigration/native-american/>

UNIT 1/CIVIL LAW: What is Law/Basics of the American Legal System

Summary and Rationale	
<p>This unit will introduce students to the basics of the American Legal System. Through the study of the differences between criminal and civil cases, the functions of the courtroom and roles within the trial process, checks and balances, and how the goals and values of the legal system affect the writing of laws.</p>	
Recommended Pacing	
<p>7 Days total.</p>	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPI.14.b	Use case studies and evidence to evaluate the effectiveness of the checks and balances system in preventing one branch of national government from usurping too much power during contemporary times.
6.1.12.CivicsPI.14.c	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level. • Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. • An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential. • Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives. 	

- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.

Unit Essential Questions

- Why study law?
- What is the strongest rationale for why we have punishments?
- How might laws in a society that values order and safety compare to laws in a society that values individual freedom and creativity?
- What is the structure of the state and federal legal system?
- How may the US Supreme Court initiate legal change?

Objectives

Students will know:

- How laws are created, and the role each branch has in passing laws.
- The elements of civil lawsuits.
- Review the system of checks and balances and separation of powers.
- Review of the role of civil courts and trial process.
- The study of civic and political institutions includes concepts of the law, politics, and government that are essential to understanding the important institutions of society and the principles these institutions are intended to reflect.
- Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.

Students will be able to:

- Identify the differences between criminal and civil cases.
- Describe the role the branches of government play in creating laws, specifically focusing on the Court System and how it works.
- Determine what are the goals and values of our legal system and how this can affect the writing of laws.

Resources

Core Text: Street Law

Suggested Resources: Please see folder on Schoology with resources for the unit.

UNIT 2/CIVIL LAW: Torts

Summary and Rationale

This unit will have students study the 3 major types of torts (the basis of Civil Law): Negligence, intentional torts and strict liability. Students will examine torts that harm people, torts related to reputation and privacy, and torts that harm property. Finally students will identify appropriate defenses to Torts through scenario based lesson activities.

Recommended Pacing

11 Days total.

State Standards

Standard

CPI

Cumulative Progress Indicator (CPI)

6.1.12.CivicsPR.16.a

Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

6.1.12.CivicsPR.10.a

Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

Instructional Focus

Unit Enduring Understandings

- Civics, Government, and Human Rights: Democratic Principles Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.
- Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and protecting citizens' rights.

Unit Essential Questions

- What is a Tort and who does it involve?
- What are the 3 types of Torts?
- What are the 4 elements that must be present to prove negligence?
- What is the 'reasonable person standard'?

Objectives

Students will know:

- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.
- Personal interests and perspectives impact the application of civic virtues, democratic principles, constitutional rights, and universal human rights.
- An understanding of the role of an individual as a member of a state, the rights and responsibilities of citizens, how civic values are determined and practiced, and examples of how civic identity and values in one place are different in other places, is essential.
- What qualifies as a Tort in the legal sense
- Conflict Resolution and ways in which disputes can be resolved before going to court
- What happens when people file a suit and go to court

Students will be able to:

- Identify the different types of torts
- Understand the responsibility each person has to another to avoid torts
- Recognize the responsibilities places of employment and businesses have to people

Resources

Core Text: Street Law

Suggested Resources: Please see folder on Schoology with resources for the unit.

****Mock Trial case WILL be assigned during the Torts Unit. Actual trial will take place towards the conclusion of Unit 4: Family Law to ensure students have a basic breadth of knowledge to complete the task.***

UNIT 3/CIVIL LAW: Housing and Consumer Law

Summary and Rationale

This unit will focus on the basics of home ownership and rental properties and how to go about understanding things like: Mortgages, Contracts, Renters rights and responsibilities, Homeowners and renters insurance.

For the Consumer Law portion of this unit, students will focus on the regulations put on consumer products in regards to safety and usability. Students will also analyze and research methods used in advertising to attract customers to a product.

Recommended Pacing

5 Days total.

State Standards

Standard

CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPR.10.a	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsPR.16.a	Analyze government efforts to address intellectual property rights, personal privacy, and other ethical issues in science, medicine, and business that arise from the global use of new technologies.

Instructional Focus

Unit Enduring Understandings

- Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- Resources impact what is produced and employment opportunities.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

- Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.

Unit Essential Questions

- What are the different types of warranties available to a consumer?
- In what ways are contracts legally binding to both parties and are there ways to cancel a contract without legal ramifications?
- How do government agencies ensure that consumer interests are protected?
- How are annual percentage rates determined and used with regards to both secured and unsecured debt?

Objectives

Students will know:

- Definition of Consumer
- What are the mechanisms in place to help aid the consumer in dealing with issues related to products or contracts that are made between two parties. The following is a list of some of those items:
 - Consumer Product Safety Act
 - Nutritional Labeling and Education Act
 - Americans with Disabilities Act
 - Federal Trade Commission
- What remedies are available for Consumers
- Federal and State Consumer protection Agencies
- How to recognize Deceptive Sales Practices
- Understand multiple Advertising techniques
- Understand the Elements of a contract
- Understand Types of Warranties
- Know the basics on what it means to Buy on Credit

Students will be able to:

- Distinguish the ways advertising attract customers
- Identify the various ways consumers are protected in our daily lives and activities
- Describe the methods by which a consumer can advocate for themselves if something should go wrong with a product
- Identify the laws and organization created to protect consumer rights

Resources

Core Text: Street Law

Suggested Resources: Please see folder on Schoology with resources for the unit.

UNIT 4/CIVIL LAW: Family Law and the Juvenile Justice System

Summary and Rationale	
<p>The focus of this unit will be on the most important resource in society: the family and how it has evolved and changed over the history of the United States as well as marriage and divorce laws and policies, and adoption procedures.</p> <p>The second part of this unit will focus on the Juvenile system and the changes that have occurred since the Gault case to ensure protection of young peoples' rights.</p>	
Recommended Pacing	
5 Days total.	
State Standards	
Standard	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.CivicsPR.10.a:	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
6.1.12.CivicsDP.13.a:	Analyze the effectiveness of national legislation, policies, and Supreme Court decisions in promoting civil liberties and equal opportunities (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade).
6.1.12.CivicsPI.14.c:	Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> • Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights. • Social and political systems throughout time have promoted and denied civic virtues and democratic principles. • Constitutions establish a system of government that has powers, responsibilities, and limits that can change over time. 	
Unit Essential Questions	
<ul style="list-style-type: none"> • What are some of the major roles of the family court system? • How has the definition of marriage evolved? • How is the American family changing? • What are there states and federal regulations regarding marriage? • What are the legal obligations a parent has to a child? • How has the legal system defined Juvenile and how has that definition evolved over time? 	
Objectives	
Students will know:	

- Rules for marriage and divorce vary from state to state
- Parents have legal obligations when children are involved
- Wills are necessary to ensure any of your assets are divided as you wish
- Renters Bill of Rights
- Types of Mortgages and Interest Rates
- Different types of insurance policies and why they are so important to have.
- What is the liability of the homeowner and how liability insurance works
- Rules of the Juvenile Justice System
- Juvenile trial procedures and how they differ from the adult procedures.

Students will be able to:

- Understand what a mortgage is and how to obtain one
- What to do when involved in a car accident
- Identify the roles of parents in their children's' lives as well as the responsibilities of married couples to one another

Resources

Core Text: Street Law

Suggested Resources: Please see folder on Schoology with resources for the unit.

- ***Mock Trial will take place during this unit***