

SCHOOL DISTRICT OF THE CHATHAMS

Honors US History I Grade 9 Full Year

Course Overview

Honors US History I is a study of the socio-intellectual and political history of the United States introducing students to the key concepts, movements, events, and personalities of US History from pre-colonial times through the period of Reconstruction in the late 1800s. Although the course explores history within a chronological framework, Honors US History I develops critical thinking skills, writing, recognizing and evaluating points of view, interpretation of original documents and historiography. This course follows the curriculum guidelines of the College Board's Advanced Placement United States curriculum, meets the state graduation requirements for United States History I, and is strongly recommended for students preparing to take Advanced Placement United States History II. Extensive and intensive reading and writing assignments make it vital that students read above grade level and demonstrate well-developed writing skills.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

Colonization and Settlement (1585–1763)

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.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.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.

Revolution and the New Nation (1754–1820s)

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.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.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.

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.

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.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.

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

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.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.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

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).

Expansion and Reform (1801–1861)

6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.

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.EconET.3.a: Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.EconGE.3.a: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

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.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.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).

6.1.12.HistoryCA.3.b: Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Civil War and Reconstruction (1850–1877)

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- 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).
- 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.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.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 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.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.
- 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.
- 6.1.12.HistoryCC.4.b: Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.
- 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.

Civics, Government, and Human Rights

- 6.3.12.CivicsPD.1: Develop plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.

Geography, People, and the Environment

- 6.3.12.GeoGI.1: Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental Organizations.

Economics, Innovation, Technology

- 6.3.12.EconGE.1: Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF), research evidence from multiple sources about an economic problem (e.g., inflation, unemployment, deficit), and develop a plan of action.

History, Culture, and Perspective

- 6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools).

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6.3.12.HistoryCA.2: Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.

Technology Standards

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content.

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

Career Ready Practice

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

English Language Arts

- RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
- RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether

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the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

- RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.
- RI.9-10.10. By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity above with scaffolding as needed.
- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - E. Provide a concluding paragraph or section that supports the argument presented.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
 - F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when

appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
 - A. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid mythology or the Bible or how a later author draws on a play by Shakespeare]”).
 - B. Apply grades 9–10 Reading standards to nonfiction informational e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Computer Science and Design Thinking

- 8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.
- 8.1.12.DA.1: Create interactive data visualizations using software tools to help others better understand real world phenomena, including climate change.
- 8.1.12.DA.5: Create data visualizations from large data sets to summarize, communicate, and support different interpretations of real-world phenomena.

Units of Study

Unit 1: European Colonization of America (1491 – 1765) (~18 classes)

- What were the causes of exploration and conquest of the New World by various European nations?
- How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
- How did cultural contact challenge and change the religious and other values systems of peoples from the Americas, Africa, and Europe?
- Why did various colonists go to the New World? How did the increasing integration of the Atlantic world affect the movement of peoples between its different regions?
- What were the causes and effects of slavery on the transatlantic economy and various population inside and outside the British colonial regions in the Americas?
- How did enslaved people react to their enslavement?
- How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?

Unit 2: Revolution to Independence (1754 – 1783) (~18 classes)

- How and why the different goals and interests of European leaders and colonists affected how they viewed themselves and their relationship with Britain?
- How did the geographical and environmental characteristics of regions opened up to white settlement after 1763 affect their subsequent development?
- In what ways did the British government seek to exert control over its American colonies in the 17th and 18th centuries?

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- How did the competition between European empires around the world affect relations among the various peoples in North America?
- What factors contributed to the American victory in the Revolution?
- How did the revolution become an international conflict involving competing European and American powers?
- What evidence helps show the various ways in which the American Revolution affected different populations in North America?

Unit 3: New Nation, New Government, and the search for National Identity (1783 – 1824) (~20 classes)

- How did the republican ideals of the revolutionary cause affect the nation's political culture after independence?
- How did the newly independent United States attempt to formulate a national economy?
- What were the differing ideological positions on the structure and function of the federal government?
- How and why did political ideas, institutions, and party systems develop and change in the new republic?
- How did different regional interests affect debates about the role of the federal government in the early republic?
- How did the ideology behind the revolution affect power relationships between different ethnic, racial, and social groups?
- How and why did migration and immigration of various populations to and within North America cause competition and conflict over time?
- What were the continuities and changes in American culture during this period?

Unit 4: Market Revolution, Expansion, and Reform (1824-1860) (~20 classes)

- How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
- How did the growth of mass manufacturing in the rapidly urbanizing North affect definitions of and relationships between workers, and those for whom they worked?
- What were the causes and effects of the innovations in technology, agriculture, and commerce over time?
- How did the continuing dominance of agriculture and the slave system affect southern social, political, and economic life?
- What were the causes and effects of continuing policy debates about the role of the federal government from 1800 to 1848?
- How and why did various spiritual and reform movements develop, expand and change through this period?
- What continuities and changes occurred in the experience of African American populations in different regions of the United States through this period?
- How did the continued movement of individuals and groups into, out of, and within the United States shape the development of new communities and the evolution of old communities?

Unit 5: Manifest Destiny, Sectionalism (1844-1861) (~20 classes)

- How did environmental and geographic factors affect the development of sectional economics and identities?
- How did the growth of mass migration to the United States and the railroad affect settlement patterns in cities and the West?
- How did the doctrine of Manifest Destiny and opinions about slavery affect debates over territorial expansionism and the Mexican War?

- What were the causes and effects of the Mexican–American War on different populations in different regions of the United States?
- What were the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War?
- Why did attempts at compromise before the war fail to prevent the conflict?

Unit 6: Civil War (1861 – 1865) (~20 classes)

- How did migration to the United States change popular ideas of American Identity and citizenship as well as regional and racial identities?
- How did the conflicts that led to the Civil War change popular ideas about national, regional, and racial identities throughout this period?
- What have been the various factors that contributed to the Union victory in the Civil War identified and described by historians?
- How did Lincoln’s leadership during the Civil War impacted American ideals over the course of the war?
- How did the Civil War struggle shape Americans’ beliefs about equality, democracy, and national destiny?

Unit 7: Reconstruction (1865-1877) (~20 classes)

- To what extent, and in what ways, did the Civil War and Reconstruction transform American political and social relationships?
- What evidence helps explain how and why Reconstruction resulted in continuity and change in regional and national understandings of what it meant to be American among different populations?
- How did the end of slavery and technological and military developments transform the environment and settlement patterns in the South and the West?

<h3>Learning Objectives/Discipline Standards of Practice</h3>

Learning Objectives:

- Students will understand what history is
 - History is a discipline of inquiry and analysis of the evidence of the past to create useful understandings of the human experience.
- Students will understand how history is practiced
 - The historical practice creates historical understandings through an active process of posing insightful questions of the past, finding, analyzing and synthesizing historical evidence and sources, and drawing defensible conclusions based on evidence (interpretation).
- Students will understand what critical thinking is
 - Critical thinking is the process of analyzing and evaluating our thinking in order to improve it.
 - Thinking consists of separate steps and processes. Paying attention to the separate steps and processes of thinking and understanding how they work improves our thinking.
- Students, alone and in groups, will be able to:
 - Engage in Chronological Thinking
 - Construct timelines of the events occurring during major eras.
 - Explain how major events are related to one another in time.
 - Engage in Spatial Thinking

- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Engage in Critical Thinking
 - Compare and contrast differing interpretations of current and historical events
 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
- Engage in Presentation Skills
 - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

College Board Historical Thinking Skills

Developments and Processes

- Identify and explain a historical concept, development, or process.

Sourcing and Situation

- Analyze sourcing and situation of primary and secondary sources.

Claims and Evidence in Sources

- Analyze arguments in primary and secondary sources.

Contextualization

- Analyze the context of historical events, developments, or processes.

Making Connections

- Using historical reasoning processes (comparison, causation, continuity and change) analyze patterns and connections between and among historical developments and processes.

Argumentation

- Develop an argument.

College Board Reasoning Processes

- Comparison
- Causation
- Continuity and Change

Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
 - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
 - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
 - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in

the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

- Developing Claims and Using Evidence
 - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
 - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
 - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
 - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

A broad diversity of historical evidence of the past in the form of primary source materials as well as secondary source interpretations of the past are assigned or recommended by teachers in the course of instruction. Primary source materials in text, art, photographs, images, film, audio recordings, and statistical data include, but are not limited to, correspondence, diaries, census and court records, legislation, manuscripts, maps, memoirs, music, art, news stories, oral histories, speeches and sound and film recordings. Secondary sources to support student learning in the discipline of history include, but are not limited to, book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials. Instructional and reference materials to support student learning in the discipline of history are recommended by the College Board and the Social Studies Department and are included in Units of Study outlines.

The instructional materials vary in order to explore course content and essential questions while meeting the learning needs of students.

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Resources

Henretta, James A., et. al., *America's History: For the AP Course*, Bedford/St. Martin's (2018)

Supplemental Resources

- Exemplary Primary Sources Archives:
 - Adverts 250 Project
 - American in Class from the National Humanities Center
 - Avalon Project of Yale University
 - Choices Program of Brown University
 - Digital Scholarship Lab of Richmond University
 - Edsitement of the National Endowment of the Humanities
 - ehistory of University of Georgia
 - Founders Online project of the National Archives
 - Gilder Lehrman Institute of American History
 - HathiTrust Digital Archive
 - History Matters
 - Internet Archive
 - Library of Congress
 - Massachusetts Historical Society
 - National Archives
 - National Park Service
 - Slavevoyages Trans-Atlantic and Intra-American slave trade databases
 - Stanford History Education Group
 - Teaching American History
- Exemplary Secondary Sources:
 - Commplace Journal of Early American Life
 - College Board - AP Classroom
 - CQ Researcher Online
 - CrashCourse
 - Digital History of the University of Houston
 - Don't Know Much about History by Ken Davis
 - Journal of the American Revolution
 - History of the American People by Paul Johnson
 - Khan Academy
 - Miller Center of the University of Virginia
 - PBS Learning Media
 - People's History of the United States by Howard Zinn
 - Perspectives on History of the American Historical Association
 - ProQuest
 - Smithsonian Magazine

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

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- Individual Research Report and Team Project and Presentation
- Individual Research-Based Essay, Presentation, and oral defense.
- Formative assessment utilizing the College Board's My AP Classroom unit Progress Checks.
- Quizzes and tests consisting of question types and scoring guidelines consonant with the College Board's Advanced Placement AP Seminar exam including understanding and analyzing an argument through short answer questions and an evidence-based argument essay.