

**New Paltz Central School District  
Social Studies  
United States History and Government**

| <b>Time</b>       | <b>Essential Questions/Content</b>   | <b>Standards/Skills</b>  | <b>Assessments</b>   |
|-------------------|--|--|--|
| September-October | <p><b><u>UNIT 1: The Constitution: The Foundation of American Society</u></b></p> <ul style="list-style-type: none"> <li>• How did European philosophies/philosophers and colonial experiences influence the development of American government?</li> <li>• Why was the time period of 1776-1789 called the “Critical Period”?</li> <li>• How did the delegates of the Philadelphia convention reconcile strengthening the Federal Government without creating a tyrannical one?</li> <li>• How are the values of the delegates reflected in the Constitution?</li> <li>• Was the Bill of Rights a necessary addition to the Constitution?</li> <li>• Why do historians call the constitution a “living document”?</li> <li>• How is the Supreme Court both an interpreter of the Constitution and a shaper of public policy?</li> <li>• How do current issues illustrate constitutional issues such as federalism, checks and balances, balance of power, etc.</li> <li>• How did the early presidents (1789-1824) define the office of the Presidency?</li> <li>• How did the foreign policy of neutrality impact development in the early 1800s?</li> <li>• How did the Marshall Court influence elements of Federalism?</li> </ul> | <ul style="list-style-type: none"> <li>• Analyze in detail how primary source documents are structured.</li> <li>• Identify cause and effect.</li> <li>• Draw evidence from informational texts to support analysis, reflection, and research.</li> <li>• Practice writing informative and explanatory texts, including narration and historical texts.</li> <li>• Relate issues to current events.</li> </ul> | <ul style="list-style-type: none"> <li>• Common DBQ on the Foundations of Government</li> <li>• Common thematic essay</li> <li>• Quizzes</li> <li>• Test(s)</li> <li>• Pre-assess student knowledge of curriculum</li> </ul> |

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| October - November | <p><b><u>UNIT 2: The Constitution Tested: Nationalism and Sectionalism</u></b></p> <ul style="list-style-type: none"> <li>• How was the nation both uniting and dividing at the same time?               <ul style="list-style-type: none"> <li>○ Political parties</li> <li>○ Compromises</li> <li>○ Manifest Destiny</li> <li>○ Industrialization</li> </ul> </li> <li>• How did the humanitarian/reform movements of the early 1800s reflect the existence of social inequity?</li> <li>• Was the Supreme Court ruling in Dred Scott v. Sanford responsible for the civil war?</li> <li>• How did the government encourage Westward Expansion?</li> <li>• Were President Lincoln’s actions during the Civil War a violation of the Constitution? Why/Why not?</li> <li>• Should Abraham Lincoln be remembered as The Great Emancipator, a tyrannical war monger, or just another skilled politician?</li> </ul> | <ul style="list-style-type: none"> <li>• Using primary and secondary source documents, students will cite textual evidence to evaluate the causes of the Civil War.</li> <li>• Incorporate outside information in an essay.</li> <li>• Identify cause and effect relationships.</li> <li>• Write routinely over extended timeframes.</li> <li>• Evaluate the reasoning, purposes, and arguments in seminal texts and documents from the era.</li> </ul> | <ul style="list-style-type: none"> <li>• Use of primary and secondary sources</li> <li>• Civil War research</li> <li>• 1<sup>st</sup> Quarter common assessment</li> </ul> |

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|------------------------|--|--|--|
| November -<br>December | <p><b><u>UNIT 3: The Reconstructed Nation</u></b></p> <ul style="list-style-type: none"> <li>• How might the debate over Reconstruction been seen as an attempt to restore the balance of power between the President and Congress?</li> <li>• What impact did the Reconstruction amendments have on Post-Civil War America? Were their provisions sufficient to address the problems for which they were made?</li> <li>• Was Reconstruction a success or a failure? <ul style="list-style-type: none"> <li>○ Social</li> <li>○ Economic</li> <li>○ Political</li> </ul> </li> <li>• How did the Court’s interpretation of the 14<sup>th</sup> Amendment in the case of Plessy v. Ferguson set the legal precedent for segregation in the United States?</li> <li>• Did the Compromise of 1877 make the Civil War a draw rather than a victory for the North?</li> <li>• How did the Constitutional rights of people of African descent change as a result of the Civil War?</li> </ul> | <ul style="list-style-type: none"> <li>• Evaluate the primary and secondary sources for purpose, premise, and timeframe.</li> <li>• Determine the meaning of words/phrases as they are used in texts.</li> <li>• Integrate and evaluate multiple sources of information in order to address a question.</li> </ul> | <ul style="list-style-type: none"> <li>• Essay on Reconstruction</li> <li>• Unit test</li> </ul> |

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| December -<br>January | <p><b><u>UNIT 4: The Rise of American Business, Industry, and Labor, 1865-1920</u></b></p> <ul style="list-style-type: none"> <li>• How did the views of land ownership and respect for the natural environment of the Native Americans differ from those of the white settlers?</li> <li>• How did the American federal government address the civil rights of Native Americans?</li> <li>• What economic structures were created to meet the needs of Big Business?</li> <li>• How did the development of transportation and communication systems impact American business and life?</li> <li>• How were the terms “Captain of Industry” and “Robber Baron” used to describe America’s wealthy industrialists?</li> <li>• How did the US government and big business respond to the rise of labor unions?</li> <li>• What philosophies and practices dominated Gilded Age business?</li> <li>• What factors brought about mass immigration to the US during the Gilded Age?</li> <li>• What challenges were immigrants faced with upon arriving in the United States?</li> <li>• How do immigration laws reflect the changing values of American society?</li> </ul> | <ul style="list-style-type: none"> <li>• Determine central ideas of primary and secondary sources and connect insights gained to understanding of text as a whole.</li> <li>• Evaluate differing points of view on the same historical event/issue by assessing author’s claims, reasoning, and evidence.</li> <li>• Analyze and interpret political cartoons.</li> </ul> | <ul style="list-style-type: none"> <li>• Common Midterm</li> <li>• Quiz</li> </ul> |

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|-------------|--|---|---|
| February    | <p><b><u>UNIT 5: Reform in America</u></b></p> <ul style="list-style-type: none"> <li>• What were the most pressing issues in need of reform in the late 19<sup>th</sup> century?</li> <li>• What were the goals of the Populist Party and were they successful as a third party?</li> <li>• What problems were created by the industrial revolution and how did the Muckrakers attempt to correct these problems?</li> <li>• How did the different branches of the Federal government address the need for reform?</li> <li>• How did the government’s trust–busting approach to business in the early 20<sup>th</sup> century compare to the Laissez-Faire attitude of the late 19<sup>th</sup> century?</li> <li>• How did government policies (Congress, President, Supreme Court) influence the growth of business in this time period?</li> <li>• How did American democracy change during the Progressive Era?</li> </ul> | <ul style="list-style-type: none"> <li>• Draw evidence from primary and secondary sources to support research, analysis, and reflection.</li> <li>• Evaluate claims and evidence by corroborating or challenging them with other information.</li> </ul>  | <ul style="list-style-type: none"> <li>• Student research on Progressive Era</li> <li>• Unit test</li> </ul>                                    |
|             | <p><b><u>UNIT 6: The Rise of American Power</u></b></p> <ul style="list-style-type: none"> <li>• How did the closing of the frontier relate to the development of imperialistic ideas in America at the turn of the century?</li> <li>• How did the Monroe Doctrine justify US involvement in Latin American affairs at the turn of the century?</li> <li>• How were the principles of the Constitution applied as Wilson attempted to redefine America’s role in world affairs?</li> <li>• Should civil liberties be limited during times of national crisis?</li> </ul>  | <ul style="list-style-type: none"> <li>• Evaluate data by identifying frames of reference.</li> <li>• Write routinely for a range of tasks, purposes, and audiences.</li> <li>• Determine central ideas of primary and secondary sources and provide summary of key ideas and details.</li> </ul> | <ul style="list-style-type: none"> <li>• Activity - Compare American values to American foreign policy actions.</li> <li>• Unit test</li> </ul> |

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| March | <p><b><u>UNIT 7: Prosperity and Depression: 1917-1941</u></b></p> <ul style="list-style-type: none"> <li>• How were political, social, and economic values changing during the 1920s?</li> <li>• What factors led to the Great Depression and how were the daily lives of Americans impacted?</li> <li>• How did the New Deal fundamentally change the relationship between the government and the citizens?</li> <li>• To what extent should the government be responsible for the public's general welfare?</li> </ul> | <ul style="list-style-type: none"> <li>• Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.</li> <li>• Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</li> <li>• Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</li> <li>• Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</li> <li>• Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</li> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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.</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</li> <li>• Draw evidence from informational texts to support analysis, reflection, and research.</li> </ul> | <ul style="list-style-type: none"> <li>• Integrate and evaluate multiple sources from the 1920's in order to understand and communicate American cultural changes from the 1920s.</li> <li>• Alphabet soup agencies research and analysis</li> <li>• Common 3<sup>rd</sup> quarter assessment</li> </ul> |

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| March - April | <p><b><u>UNIT 8: Peace in Peril: 1933-1950</u></b></p> <ul style="list-style-type: none"> <li>• What events led the US to abandon its foreign policy of Isolationism?</li> <li>• How did the need to wage “total war” alter the nature of American society?</li> <li>• Are broad presidential powers necessary to conduct war and foreign affairs?</li> <li>• How were the restrictions of civil rights during World War II similar to restrictions during the Civil War and the Holocaust?</li> <li>• What events led to the development of the United Nations?</li> </ul> | <ul style="list-style-type: none"> <li>• Write routinely over extended timeframes, organize complex ideas, develop the topic thoroughly.</li> <li>• Analyze political cartoons.</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Document analysis</li> </ul>    |
| April         | <ul style="list-style-type: none"> <li>• <b><u>UNIT 9: The United States as a World Power: 1945-1975</u></b></li> <li>• How did the conclusion of World War II result in the emergence of the US as a superpower?</li> <li>• What domestic and foreign policies were developed by the US to address the rise and spread of communism?</li> <li>• How can we describe the ever-changing relationship between the US and the USSR?</li> </ul>   | <ul style="list-style-type: none"> <li>• Analyze primary and secondary documents for reasoning, purpose, and timeframe.</li> <li>• Write explanatory and informative texts, including the narration of historical texts.</li> </ul> | <ul style="list-style-type: none"> <li>• Document based essay</li> <li>• Unit test</li> </ul> |

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| May  | <p><b><u>UNIT 10: Post-War Social Changes: “Power to the People”</u></b></p> <ul style="list-style-type: none"> <li>• How did the need for the civil rights movement in the 1960s expose the failure of Reconstruction in the 1870s?</li> <li>• How were the protest movements during the 1960s a response to domestic and foreign events?</li> <li>• How did the actions of individual citizens shape the direction of our government?</li> </ul> | <ul style="list-style-type: none"> <li>• Produce individual or shared writing products in response to new arguments or information.</li> </ul>   | <ul style="list-style-type: none"> <li>• Quiz</li> </ul>  |
|      | <p><b><u>UNIT 11: Civil Liberties: 1960s to the Present</u></b></p> <ul style="list-style-type: none"> <li>• How did the Supreme Court act as a policymaker in the 1960s and 1970s?</li> <li>• How did the Supreme Court protect the rights of the accused?</li> <li>• How has the Supreme Court protected the rights of students?</li> <li>• Should the Supreme Court practice judicial activism or judicial restraint? Why?</li> </ul>           | <ul style="list-style-type: none"> <li>• Understand and identify points of view.</li> <li>• Integrate and evaluate multiple sources of information in order to address a question.</li> </ul>  | <ul style="list-style-type: none"> <li>• Unit test and essay</li> </ul>   |
|      | <p><b><u>UNIT 12: The 1970s and 1980s</u></b></p> <ul style="list-style-type: none"> <li>• How did specific events of the 1970s and 1980s change the American citizen’s perspective of their government?</li> <li>• How has the stagflation of the 1970s impacted the economic policies of today?</li> <li>• How did Reagan redefine the role of the federal government for the average American?</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Analyze political cartoons.</li> <li>• Evaluate and integrate multiple sources of information in order to address a question.</li> </ul>  | <ul style="list-style-type: none"> <li>• Research project and presentations on foreign affairs</li> <li>• Quiz</li> </ul> |
| June | <p><b><u>UNIT 13: The 1990s to Today</u></b></p> <ul style="list-style-type: none"> <li>• How has the US conducted its foreign affairs since the end of the Cold War?</li> <li>• How has the United States economy changed with the increasing amount of globalization?</li> <li>• How has the War on Terror profoundly changed the United States at home and abroad?</li> </ul>   | <ul style="list-style-type: none"> <li>• Compare and contrast government actions from those of earlier time periods.</li> <li>• Evaluate claims and evidence by corroborating or challenging them with other information.</li> <li>• Write routinely for a range of tasks, purposes, and audiences.</li> </ul> | <ul style="list-style-type: none"> <li>• Presentations</li> <li>• NYS Regents examination</li> </ul>                      |