



West Deptford Township Schools
US History I Curriculum

*West Deptford Township High School
1600 Old Crown Point Road, West Deptford, NJ 08093*

wdeptford.k12.nj.us

(856) 848-6110

Developed under the Supervision of: Kelly A. Saia, AP for Curriculum & Instruction

Created by: D. Everitt, T. Sexauer, E. Volansky

Standards	Transfer Goals	Concepts		Critical Knowledge and Skills
		Essential Questions	Understandings	
<p>SOC.6.1.12 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>SOC.6.1.12.A.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>SOC.6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>SOC.6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources)</p>	<p>Students will be able to...</p> <p>Ref's Description</p> <ul style="list-style-type: none"> learn that the influx of different cultures, religions, and governments influenced our development as a young country so that in the long run, they will be able to understand that these 	<ul style="list-style-type: none"> Did geography affect the development of colonial America? Does a close relationship between Church and state lead to a moral society? Has Puritanism shaped American values? Is America the land of opportunity? Was colonial America a democratic Was slavery the basis of freedom in colonial America? 	<ul style="list-style-type: none"> Because of differing motives for settling, methods for gaining access to resources, and cultural ideologies, there were major clashes between and among different groups of Indentured Servants, Native Americans, Africans, and Europeans. Differing ways of life in the British colonies laid the foundation for sectional differences and disagreement about government structure. Economic, political, religious, and adventurous 	<p>Knowledge</p> <ul style="list-style-type: none"> How the growth of local governments influenced the independent spirit of our country. That different cultures founded the colonies. The Puritan influence on our country then and now. Why the transition from indentured servants to African Americans as slaves occurred <p>Skills</p> <ul style="list-style-type: none"> Analyze primary sources and secondary sources Analyze social, political, and cultural change. Analyze the Puritan influence on our country then and now. Apply problem solving to develop solutions. Define new vocabulary Formulating questions with multiple perspectives Identify different cultures founded the colonies. Read and Identify colonies on a map. Read charts/graphs Take notes Understand how new technology and scientific finding impacted history

impacted economic development in the New World.
 SOC.6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
 SOC.6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.
 SOC.6.1.12.CS1 North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
 SOC.6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and north American settlers.

ideas led to the establishment of our countries government, diverse culture and our treatment of indigenous tribes and immigrants.

CRP

CRP2
 CRP4
 CRP5
 CRP7
 CRP8
 CRP11

motives prompted various peoples to settle the Americas.
 • These conflicts continue to manifest themselves in today's society in a variety of ways

School Formative Assessment Plan (Other Evidence)

- Essay
- Quizzes
- Colonial Norms Activity
- Music Interpretation
- Quizzes

School Summative Assessment Plan

Unit Test

- political cartoons.
 - HW assignments
- Chunking - Reading analysis and notes

District / School Primary and Supplementary Resources

Primary Resources

Supplementary Resources

Honors – American History (Henretta)
 CP – United States History (Lapsansky-Werner)

- Additional outside Resources:
- HIPP (Primary Source Analysis)
 - Stanford University History Group
 - America the Story of US
 - Youtube video clips – Salem Witchcraft Trials; Enlightenment and Great Awakening

Technology Integration

Google Classroom – used for daily interaction with students, covering a vast majority of different educational resources (submission of primary source readings, submission of drafts for technical essays)
 Edmodo – variety of sources attached for students to read such as primary source documents, news articles, and links to assignment websites as well as political cartoons and pictures.
 One to one student laptops – all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson or topic.

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
 TECH.8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.
- Additional practice was provided for students that provided a higher level of thinking for the concepts.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning
 - Intermediate
 - Advanced
- All assignments will be created/translated in the student’s native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math	Science	ELA
		-Students will read excerpts from “City on a Hill” by John Winthrop -Students will read excerpts from “The Crucible” by Arthur Miller -Students read excerpts from a Cotton Mather sermon

Fine Arts/ Performing Arts	World Language	Applied Technology/Business
<ul style="list-style-type: none"> - Students watch a reenactment of the Salem Witch Trials - Students watch the reenactment of the settlement at Plymouth and Jamestown 		<p>CRP2 – Reading maps and graphs and apply this knowledge to the growth of the United States.</p> <p>CRP4 – Salem Witchcraft Trial group activity has each student responsible for a different source; students must communicate their findings and conclusions to group members in order to write a thesis statement.</p> <p>CRP5 – Assess how colonists had a negative and positive impact on our environment, social, and economic lives today.</p> <p>CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.</p> <p>CRP8 – By analyzing the problem solving of the colonists and Native Americans students will understand how to make decisions in their lives.</p> <p>CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.</p>
Social Studies	Health/Physical Education	Global Awareness

Learning Plan

Week	Activities
	<p>Unit 1: Colonial Era - ICR</p> <p>Week 1: Colonial Era</p> <p>Day 1: Colonies of the New World graphic organizer and guided questions</p> <p>Day 2: Middle Passage webquest</p> <p>Day 3: Modified guided notes: Enlightenment & the Great Awakening, video clip: https://www.youtube.com/watch?v=J0B28_gwj0M</p>

Day 4: Warm Up #1 (check for understanding, activate prior knowledge, introduce new material) Salem Witchcraft Trials Primary Source group activity

Day 5: Modified guided notes: Rebellions, Witches and War with video clip: <https://www.youtube.com/watch?v=PdX1vK03hRw>

CP

Week 1

Discuss graphic organizer that summarizes major events in the "New World."

Assignment: watch "History of US" clip about colonies and answer opinion questions about students' views regarding two major settlements, Jamestown and Plymouth, and the colonies affect on the Native Americans living in each of these areas.

Salem Witch Trial Summary video clip

"What Caused the Salem Witch Trials" Primary Source partner activity (students will work in pairs and will be given 4 primary source documents; students will analyze these documents in order to draw a conclusion regarding the causes behind the Salem Witch Trials).

Week 2

Continue working with partner on "What Caused the Salem Witch Trials" Primary Source partner activity (students will work in pairs and will be given 4 primary source documents; students will analyze these documents in order to draw a conclusion regarding the causes behind the Salem Witch Trials).

Wrap up assignment from yesterday with class discussion/review and collect assignment.

Honors

Unit 1 Colonial Unit -**Week 1**

Guided and modified notes

13 colonies graphic organizer

Were the Puritans Selfish or Selfless? lesson from Stanford University History (Honors)

Colonial Unit -**Week 2**

Guided and modified notes

Stanford University Reading Like a Historian- Salem Witchcraft Webquest, use modified primary source

Primary Source Reading: City Upon the Hill (Honors)

Colonial Unit - **Week 3**

Guided and modified notes

Cartoon Analysis Peaceable Kingdom (Honors)

Primary Source Document (Sinners in the Hand of an Angry God) (Honors)

Primary Source Reading Alexander Falconbridge (Honors)

Scenes from Roots

Unit 2- French and Indian War and American Revolution

Duration- 3-4 Weeks

Standards	Transfer Goals	Concepts		Critical Knowledge and Skills
		Essential Questions	Understandings	
<p>SOC.6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>SOC.6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>SOC.6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p>	<p>• learn that the French and Indian War (Seven Years’ War) created a need in Britain to increase taxation which led to American discontent and eventual revolution so that in the long run, students will be able to understand that this desire for a more representative government separate from Great Britain created the</p>	<p>• Are people justified in resisting policies when they impact the economy?</p> <p>• How are international revolutions similar or different?</p> <p>• How did Britain’s “neglect” of the colonies gradually lead to independence</p> <p>• How does the Treaty of Paris change the geography of the United States?</p> <p>• How does war impact relations? What are the results?</p> <p>• To what extent is the American government a product of the Enlightenment period?.</p>	<p>• The concept of taxes without representation led to the violence and protest.</p> <p>• The relationship between Britain and the colonies contributed to the colonies independent spirit.</p> <p>• The revolution was a war of economy and philosophy.</p>	<p>Knowledge</p> <p>Students will know...</p> <ul style="list-style-type: none"> • Causes and consequences of the French and Indian War. • Forms of inter-colonial cooperation: Albany Plan of Union, Continental Congress, Boston Tea Party. • Home-front developments –African Americans, Women • How American Independence influenced our Ideals and shaped our creation of our government. • How the idea of taxation w/o Representation affected the colonies. • Major battles of the Revolution. • Mercantilism and its effects on the British colonies. • Treaty of Paris and its immediate effects. • Why the documents Common Sense and Declaration of Independence impacted our desire for Independence. <p>Skills:</p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze pictures that represents important events during the Revolutionary War. • Analyze primary sources • Define new vocabulary • Essay and/or short answer assignments. • Identify contributions of influential people • Read and Identify states and landforms on a map. • Read charts/graphs • Take notes

SOC.6.1.12.B.2.a
 Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

SOC.6.1.12.B.2.b
 Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

SOC.6.1.12.C.2.a
 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.

SOC.6.1.12.CS2
 The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual

basis for our government today

CRP

CRP2
 CRP4
 CRP5
 CRP8
 CRP11

rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

SOC.6.1.12.D.2.a
Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

SOC.6.1.12.D.2.b
Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

SOC.6.1.12.D.2.d
Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

School Formative Assessment Plan (Other Evidence)

- Essay
- Quizzes
- Group Activity to decipher meaning of Declaration of Independence
- Picture Walk
- Primary Source Document Analysis for Common Sense and the Declaration of Independence

School Summative Assessment Plan

- Unit Test and Essay

-RAFT
-Webquest

District / School Primary and Supplementary Resources

Primary Resources

Honors – American History (Henretta); For the Record: Primary Source Documents (Henretta)
CP – United States History (Lapsansky-Werner)

Supplementary Resources

Additional outside Resources:

- HIPP (Primary Source Analysis)
- Reading Like A Historian
- America the Story of US
- Youtube video clips – French and Indian War; American Revolution
- PBS – Liberty
- Scenes from John Adams
- Website: Unpredictable Uprisings (NYT- Comparing Historical Revolutions)

Technology Integration

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
Google Classroom – used for daily interaction with students, covering a vast majority of different educational resources (submission of primary source readings, submission of drafts for technical essays)
Edmodo – variety of sources attached for students to read such as primary source documents, news articles, and links to assignment websites as well as political cartoons and pictures.
One to one student laptops – all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson or topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning
 - Intermediate
 - Advanced
- All assignments will be created/translated in the student’s native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math	Science	ELA
		Essay writing
Fine Arts/ Performing Arts	World Language	Applied Technology/Business
		CRP2 – Reading maps and graphs and apply this knowledge to the growth of the United States. CRP4 – French and Indian War 9 Perspectives activity

		<p>has each student responsible for a different source; students must communicate their findings and conclusions to group members in order to write a thesis statement.</p> <p>CRP5 – Assess how British taxes had a negative and positive impact on our environment, social, and economic lives today.</p> <p>CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.</p> <p>CRP8 – By analyzing the problem solving of the colonists and Native Americans students will understand how to make decisions in their lives.</p> <p>CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.</p>
Social Studies	Health/Physical Education	Global Awareness
		<p>Students are told they and their parents are being taxed unfairly and they need to discuss solutions. Students are given modern day situations between children and parents and they need to find solutions to these issues as a way to relate to the colonist/British relationship.</p>

Learning Plan

Week	Activities
	<p>Unit 2: French and Indian War/American Revolution – ICR AND CP</p> <p><u>Week 1: French and Indian War/American Revolution</u></p> <p>-Warm Up #1 (check for understanding, activate prior knowledge, introduce new material) Modified guided notes (powerpoint/nearpod), videos: http://www.youtube.com/watch?v=yt8uNlNofiU http://www.youtube.com/watch?v=mphUZDdMpZA</p>

- Before, During, After graphic organizer guided by notes
- Carousel Activity: Use four vignettes about different people living in North America and each group will analyze each vignette to complete a graphic organizer regarding the causes of the French and Indian War.
- Modified guided notes using website to fill out tax graphic organizer
- Pretend that students and parents will be taxed for seats, pencils, textbooks, bathroom passes - use this to illicit reactions from students to help them understand how the colonists felt toward the new British taxes.
- Work with a partner on an "actions/situations" survey which highlights a list of actions to take when confronted with an unfair situation.
- To Tax or Not to Tax writing assignment

Week 2: Factors that Led to the American Revolution

- video "Too Late to Apologize" spoof video https://www.youtube.com/watch?v=A_56cZGRMx4
- video- Boston Massacre scene from "John Adams" series
- Parent/Child analogy activity comparing to Great Britain/Colonists, Boston Massacre video clip: <https://www.youtube.com/watch?v=2LoJLVDnpt4>, Warm Up #3 (check for understanding, activate prior knowledge, introduce new material)
- Warm Up #4 (check for understanding, activate prior knowledge, introduce new material)
- 4 perspectives picture walk (Boston Massacre)
- 4 perspectives picture discussion, "You Be the Judge" writing check activity

Week 3: American Revolution

- Quiz on first portion of the unit
- Common Sense analysis activity
- Break Up letter scenario
- Warm Up #5 (check for understanding, activate prior knowledge, introduce new material)
- Declaration Rephrasing guided activity
- Declaration Rephrasing guided activity, John Adams video clip: signing the Declaration <https://www.youtube.com/watch?v=nrvpZxMfKaU>
- Students will complete a warm-up to have students start thinking about the strengths and weaknesses of the colonists and the British
- the students will watch a clip about the colonists and Great Britain fighting a "polite war" to emphasize their fighting techniques

Week 4:

- modified guided notes, quizlet review
- Warm Up #6 (check for understanding, activate prior knowledge, introduce new material)
- Modified guided notes
- The Times that Try Men's Souls documentary and guided questions
- Key battles of the Revolution webquest
- Key battles review and correction with colored pens

- Major Players assignment carousel activity
- Warm Up #7 (check for understanding, activate prior knowledge, introduce new material)
- study guide (French and Indian War/American Revolution)
- writing outline - opportunity to pre-write essay
- French and Indian War/American Revolution Test with essay

Unit 2 French and Indian War and American Revolution - Honors

Week 1:

Guided Notes

French and Indian War Carousel Activity (4 groups with 4 conflicts and modified graphic organizers)

Modified French and Indian War graphic organizer

Nine Perspectives- Implications of the War (Honors)

Week 2:

Red pen review of Handout #2 (Used websites to create own notes for Issues that Led to American Revolution)

Parent/Child Analogies - use familial situations to help understand the relationship between colonists and the British

Showed "A" versions of past students' work for "To Tax or Not to Tax Activity"

Graphic Organizer: Taxes -Do Taxes restrict our Freedoms? (Honors)

Week 3:

Boston Massacre Picture Walk with personal reflection

Common Sense translation Activity

Declaration of Independence Partner translation activity

Scene from John Adams - Picture analysis of Boston Massacre (Honors)

Primary Source document and analysis (HIPP) - *Common Sense* (Honors)

Primary Source document and analysis(HIPP) - *Declaration of Independence* (Honors)

Week 4:

Unpredictable Uprisings - NYT -Comparing Historical Revolutions (honors)

<http://www.nytimes.com/slideshow/2011/02/06/weekinreview/06revolution-slideshow.html>

Personality Test (to compare to the strengths and weaknesses of British and Patriots)

American Revolution Battles Interactive Webquest

American Revolution Biographies and graphic organizer (understanding the various people involved in the American Revolution such as women, Native Americans, and African Americans.

American Revolution Test - graphic organizers provided for both essays

American Revolution Test with prompts and essay (Honors)

Unit 3- Articles of the Confederation and the Constitution

Duration- 3-4 weeks

Standards	Transfer Goals	Concepts		Critical Knowledge and Skills
		Essential Questions	Understandings	
<p>SOC.6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p> <p>SOC.6.1.12.A.2.b Compare and contrast state constitutions, including New Jersey’s 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.</p> <p>SOC.6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.</p> <p>SOC.6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of</p>	<p>• SWBAT recall that the Articles of the Confederation and the Constitution laid the groundwork for our countries government so that in the long run, students will be able to understand that the Constitution is a living document that still applies today.</p>	<ul style="list-style-type: none"> • How can individual rights be protected within the context of majority rule? • How can we keep a government responsive to citizens' needs and interests? • How is the Constitution a document subject to change and interpretation? • To what extent was fear of "too much democracy" a motive for writing the Constitution 	<p>Students will understand that</p> <ul style="list-style-type: none"> • Fundamental principles of the Constitution in evidence today: branches of government, checks and branches, the Bill of Rights. • Although the Articles of Confederation failed, they laid the foundation for the Constitution • Constitution was written as a framework of government and protection of individual rights • Groups and individuals 	<p>Knowledge</p> <ul style="list-style-type: none"> • how compromise affected the writing of the Constitution. • the basic outline of the Constitution and its function as the Supreme Law of the Land. • the contributions of the Founding Fathers. • the failures and successes of the Articles of Confederation. • the importance of the Bill of Rights and how it affected American citizens. <p>Skills:</p> <ul style="list-style-type: none"> • How compromise effected the writing of the Constitution • The basic outline of the Constitution and its function as the “Supreme Law of the Land”. • The contributions of the Founding Fathers • The failures and the successes of the Articles of Confederation • The importance of the Bill of Rights and how it effects citizens of the United States
	<p>CRP</p> <p>***</p>			

the Supreme Court today.

SOC.6.1.12.B.2.b Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

SOC.6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.

SOC.6.1.12.D.2.d Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations.

CRP2
CRP4
CRP5
CRP8
CRP11

pursuing their own goals may influence the priorities and actions of a government

- Leaders can modify the institution of government in response to the challenges of the time

School Formative Assessment Plan (Other Evidence)

- Quizzes
- Essay
- Bill of Rights and You!
- Bill of Rights in School
- Constitution Scavenger Hunt
- Constitutional Grab Bag
- political cartoons

School Summative Assessment Plan

- Test and essay
- Project – Students of the Caribbean

District / School Primary and Supplementary Resources

Primary Resources

Honors – American History (Henretta); For the Record: Primary Source Documents (Henretta)

CP – United States History (Lapsansky-Werner)

Supplementary Resources

Additional outside Resources:

- HIPP (Primary Source Analysis)
- Reading Like A Historian
- America the Story of US
- Youtube video clips – The Constitution
- Scenes from John Adams
- Just a Bill Video
- Preamble and Constitution posted to Edmodo or Google Classroom

Technology Integration

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Google Classroom – used for daily interaction with students, covering a vast majority of different educational resources (submission of primary source readings, submission of drafts for technical essays)

Edmodo – variety of sources attached for students to read such as primary source documents, news articles, and links to assignment websites as well as political cartoons and pictures.

One to one student laptops – all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson or topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning
 - Intermediate
 - Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes

- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math	Science	ELA
		Comparing the Preamble to introductory paragraph/thesis statement in a well written English essay.
Fine Arts/ Performing Arts	World Language	Applied Technology/Business
		CRP2 – Connection between Constitution as it was written and how the government functions today. CRP4 – Interpreting court cases to understand how certain rights in the Bill of Rights have been violated and provided detailed explanation. CRP5 – Use 21 st century news stories to understand how the Preamble still applies today. CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source. CRP8 – Understanding how compromises are

		necessary in order to effective government and effective workplace. CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.
Social Studies	Health/Physical Education	Global Awareness
		We the People - Preamble - work with partner to brainstorm examples of how the government achieves the Preamble today. Reading activity and comprehension questions: Supreme Court Cases Every Teen Should Know.

Learning Plan

Week	Activities
	<p>Unit 3: Articles of Confederation and the Constitution – ICR and CP</p> <p><u>Week 1: Articles of Confederation</u></p> <ul style="list-style-type: none"> -Warm Up: relate “class rules” to creating a new government -Use Edmodo to predict the weaknesses of the Articles of Confederation -Regional activity: Each group gets letters from New England, Middle, and Southern states - complete a graphic organizer based on these complaint letters addressing the weaknesses of the Articles of Confederation - Modified guided notes: Life after war, graphic organizer: Articles of Confederation strengths and weaknesses comparison - Students first anticipate weaknesses with the Articles of Confederation <p><u>Week 2: The Constitution of the United States</u></p> <ul style="list-style-type: none"> -Open notebook quiz (modified) - Students of the Caribbean Project: students must create their own government as a basis for understanding the United States Constitution - Warm Up - Ice Cream Compromise - through compromise, build a class “sundae”

- Interactive Powerpoint notes: We the People - The Making of the Constitution (pause through notes to ask review questions)
- Wrap Up: Which Founding Father are you? Interactive quiz link on Edmodo
- Quick review, modified quiz on handout #2

Week 3: The Constitution of the United States

- Warm Up #1: Compare Preamble to the Introductory paragraph of an English class essay
- Handout #3: We the People - Preamble - work with partner to brainstorm examples of how the government achieves the Preamble today
- Handout #4: The Constitution at Work - access the Constitution on Edmodo to answer questions about the document and review together using red pens to make corrections
- Handout #5: Three Branches of Government and watched "I'm Just a Bill"
- Competition - groups of students compete to identify the correct job with the branch of government
- Handout #6: The System of Checks and Balances- which branch has the power/which branch can check the power?
- Warm Up - What was the Constitution lacking?
- Graphic organizer comparing political parties, modified reading: Federalists vs. Anti-Federalists
- Handout #7: modified guided notes: Debating the Constitution

Week 4: The Constitution of the United States

- Warm Up - The First State
- Handout #8: Ratifying the Bill of Rights
- Legal activity - review Bill of Rights Court Cases with Kahoot game
- Reading activity and comprehension questions: Supreme Court Cases Every Teen Should Know
- Study guide (modified)
- Study guide open-ended question outline
- Modified test: Articles of Confederation/The Constitution of the United States

UNIT 3 AOC and Constitution -Week 1 – Honors

Students of the Caribbean and Powerpoint -Visual Explanation and outline on information required.
 I-Civics interactive modified notes on the Constitutional Convention.
 Red pen review of I-Civics activity
 Shay's Rebellion-Reciprocal Learning- Primary Source Document Jefferson and Abigail Adams (Honors)
 Free Response Essay (Honors)

AOC and Constitution-Week 2

Constitution at Work - using modified version of the Constitution with side explanation

Constitution at Work (Honor)

Red Pen corrections of Constitution

Federalists vs. Anti-Federalists modified graphic organizer.

"270 to Win" interactive map... "You're the Candidate" game and modified notes.

Primary Source Document -*Federalists 10* (Honors)

AOC and Constitution-Week 3

Legal Teams-Bill of Rights Partner activity. Recheck for understanding with plickers

Constitution Grab Bag (Honors)

Supreme Court Cases in school (Honors)

Supreme Court cases in school, reading with comprehension questions.

Essay writing with accompanied outline.

Unit 4- Washington, Adams, and Jefferson

Duration- 3-4 Weeks

Standards

Transfer Goals

Concepts

Critical Knowledge and Skills

Essential Questions

Understandings

SOC.6.1.12.A.2.e
Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of

Students will be able to independently use their learning to understand that the role

- How do Political Parties benefit a democracy and adversely affect it?
- How does a Nation's involvement in

Students will understand that . . .

- The development of Political Parties contributed to our

- Knowledge
- How economic policies are affected by our foreign and domestic agenda.
 - How factions in our government gave birth to political parties.
 - How the Lewis and Clark expedition affected the nation

today's political parties.

SOC.6.1.12.A.3.c
Assess the role of geopolitics in the development of American foreign relations during this period.

SOC.6.1.12.A.3.d
Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.

SOC.6.1.12.B.2.a
Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.

SOC.6.1.12.C.2.a
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

of the actual governing of our Nation was influenced by the political philosophies and the formation of political parties, so that in the long run, students will be able to understand the differences that developed in domestic and foreign policy and why political parties continue to affect our political process today.

international conflicts affect its identity?

- How has the role of the President evolved through shifts in political philosophies?
- How were nationalism and sectionalism reflected in the economic and social issues of the era?
- Should a nation develop trade agreements with a nation it disagrees with politically?

nation's identity.

- How the role of the President evolved through Washington's, Adams and Jefferson's administrations.
- The effects of Inflation and Debt on a New Nation helped shape our economic policies.
- Effects of European Influences on America contributed to our economic and political agenda

geographically and politically.

- How the divisions in our government affected our foreign diplomacy.
- The obstacles that were involved in the establishment of the Federal government

Skills:

- Analyze primary sources: Washington's Farewell Address, Alien/Sedition Acts, Virginia & Kentucky Resolutions.
- Analyze the political climate at this time
- Define vocabulary
- Essay and/or short answer assignments.
- Identify contributions of influential people
- Read charts/graphs
- Take notes

<p>policy issues.</p> <p>SOC.6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.</p> <p>SOC.6.1.12.D.2.d Analyze arguments for new women’s roles and rights, and explain why 18th-century society limited women’s aspirations</p>	<p>CRP</p> <p>***</p>	<p>CRP2 CRP4 CRP5 CRP8 CRP11</p>		
---	------------------------------	--	--	--

School Formative Assessment Plan (Other Evidence)	School Summative Assessment Plan
--	---

<p>-Quizzes</p> <p>-Essay</p> <p>-Lewis & Clark Webquest</p> <p>- Louisiana Purchase Mapping Activity</p> <p>- RAFT</p> <p>- political cartoons.</p> <p>- Whiskey Rebellion Poster</p>	<p>- Tests with essay</p> <p>-Three Part Jefferson Alternative Assessment (map, webquest, movie review)</p>
--	---

District / School Primary and Supplementary Resources	
--	--

Primary Resources	Supplementary Resources
--------------------------	--------------------------------

<p>Honors – American History (Henretta); For the Record: Primary Source Documents (Henretta)</p>	<p>Additional outside Resources:</p> <ul style="list-style-type: none"> • HIPP (Primary Source Analysis)
--	---

CP – United States History (Lapsansky-Werner)

- Reading Like A Historian
- America the Story of US
- Youtube video clips – Washington Administration, Election of 1800 Ads
- Scenes from John Adams
- Washington’s Farewell Address

Technology Integration

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Google Classroom – used for daily interaction with students, covering a vast majority of different educational resources (submission of primary source readings, submission of drafts for technical essays)

Edmodo – variety of sources attached for students to read such as primary source documents, news articles, and links to assignment websites as well as political cartoons and pictures.

One to one student laptops – all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson or topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning
 - Intermediate
 - Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math	Science	ELA
		Washington's Farewell Address Analysis Excerpts from the Federalist Papers
Fine Arts/ Performing Arts	World Language	Applied Technology/Business
View scenes and music from "Hamilton"		CRP2 – Evolution of presidency and how the Electoral College is used today. CRP4 – The Right to Disagree and the establishment of the Supreme Court CRP5 – Use 21 st century news stories to compare changes in presidential policies throughout time. CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source. CRP8 – Understanding how compromises are necessary in order to effective government and effective workplace. CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.
Social Studies	Health/Physical Education	Global Awareness
		270 to Win Electoral College Simulation Ted Talk about the plight of the Lakota Sioux today on

reservations

Debate about using "Red Skins" for football team

Learning Plan

Week	Activities
	<p>Unit 4: Washington, Adams, Jefferson – CP and ICR</p> <p><u>Week 1: Washington, Adams, Jefferson</u></p> <ul style="list-style-type: none">-Warm Up.-Group activity "What Will You Do For Us George Washington?" and put students into groups.-Students use Edmodo document to brainstorm a list of concerns and demands.-Class discussion of lists and discussion of wrap up questions.-Notes/Discussion - with partner assignment "Electoral College" - students work with a partner to access a website to read about the Electoral College then we play the 270 to Win Game to show students on an animated map how the Electoral College works. Finally, students partner up and play the "You're the Candidate Game" where students compete with a partner to see which student becomes president. <p><u>Week 2:</u></p> <ul style="list-style-type: none">-Washington's Precedent station activity-Discussion questions to go along with Washington documentary.-Warm Up "What Would You Do as President?"-Notes/Discussion.-Address students' questions about currency and "just printing more" with a question and answer sheet.-Whiskey Rebellion Poster Activity <p><u>Week 3:</u></p> <ul style="list-style-type: none">-Warm Up - Federalist/Democratic-Republican Survey-Partner activity: The Right to Disagree - Read about opposition to President Adams and discuss/answer questions.-Notes/Discussion - students will watch a mock campaign commercial between Adams and Jefferson to illustrate how negative this campaign was and compare it to today's negative campaigning.-The Lasting Impact of the Election of 1800 Reading and questions.-notes/discussion on the Election of 1800 reading. <p><u>Week 4:</u></p> <ul style="list-style-type: none">-Open notebook quiz on the election of 1800

Unit 4: Washington, Adams, Jefferson – CP and ICR

Week 1: Washington, Adams, Jefferson

-Warm Up.

-Group activity "What Will You Do For Us George Washington?" and put students into groups.

-Students use Edmodo document to brainstorm a list of concerns and demands.

-Class discussion of lists and discussion of wrap up questions.

-Notes/Discussion - with partner assignment "Electoral College" - students work with a partner to access a website to read about the Electoral College then we play the 270 to Win Game to show students on an animated map how the Electoral College works. Finally, students partner up and play the "You're the Candidate Game" where students compete with a partner to see which student becomes president.

Week 2:

-Washington's Precedent station activity

-Discussion questions to go along with Washington documentary.

-Warm Up "What Would You Do as President?"

-Notes/Discussion.

-Address students' questions about currency and "just printing more" with a question and answer sheet.

-Whiskey Rebellion Poster Activity

Week 3:

-Warm Up - Federalist/Democratic-Republican Survey

-Partner activity: The Right to Disagree - Read about opposition to President Adams and discuss/answer questions.

-Notes/Discussion - students will watch a mock campaign commercial between Adams and Jefferson to illustrate how negative this campaign was and compare it to today's negative campaigning.

-The Lasting Impact of the Election of 1800 Reading and questions.

-notes/discussion on the Election of 1800 reading.

Week 4:

-Open notebook quiz on the election of 1800

-Notes/Discussion - students will read information about Jefferson's Administration and answer embedded questions within the notes to have them critically think about Jefferson's policies.
-Show students the old "Got Milk" commercial that references the Hamilton/Burr duel.
-Lewis and Clark map activity with reading questions
-Lewis and Clark Webquest
-Lewis and Clark documentary and movie review
-"Ted Talk" about the Lakota Sioux to compare the plight of Native Americans from the 1800s to Natives living on reservations today; view a video clip that criticizes the use of the term "Redskins" in the NFL and students will answer questions about these topics then discuss as a class.

UNIT 4 Washington, Adams and Jefferson - Honors

Week One:

Washington's Inauguration (Scene's from John Adams)

Notes and modified notes

Play "270 to win" game (interactive map) to help students understand the Electoral College

Play "You're the Candidate" game so students see how candidates campaign for office and how their strategies work in relation to the Electoral College.

Modified Graphic Organizer notes

Primary Source Document -Jefferson and Hamilton...*Whiskey Rebellion* (HIPP)

Washington's Farewell Address-Reciprocal Teaching (Honors)

Week Two:

Guided notes

Time Magazine: The First Patriot Act -Alien/Sedition Act of 1790 (Honors)

Quiz

Guided notes with embedded thinking questions

Open Notebook Quiz

Free Response Essay (Honors)

Lewis and Clark-National Geographic

Week Three:

Lewis and Clark Webquest

War of 1812 Interactive - "characters" speak to the students through this website and explain their view of the causes and consequences of this war.

Wage Slave partner discussion - find evidence to support Lowell Mill girls are/are not wage slaves.

Unit 5- War of 1812 through Andrew Jackson

Duration- 4-5 weeks

Standards	Transfer Goals	Concepts		Critical Knowledge and Skills
		Essential Questions	Understandings	
<p>SOC.6.1.12 All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>SOC.6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>SOC.6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates,</p>	<p>Students will be able to independently use their learning to that industrialization, sectionalism and the rise of nationalism in our country created advancement and conflict, so that in the long run, students will understand that politics and social issues of that period of time are affected in</p>	<ul style="list-style-type: none"> • How did sectional interests affect party politics and the slavery issue? • How did the Age of Jackson and the democratization of American politics lead to sweeping change in American government and society? • How do economic and social conditions effect innovation and change? • How does politics and industrialization lead to conflict and change? • How were nationalism and sectionalism reflected in the economy and social issues of the era? • To what extent was 	<p>Students will understand</p> <ul style="list-style-type: none"> • The Jacksonian Era redefined both politics and social reform. <p>Development of Nationalism</p> <ul style="list-style-type: none"> • Effects of Expansionism domestically and globally. • Effects of Sectionalism on Politics, Society and the Economy • Pros and Cons of Industrialization 	<p>Knowledge</p> <ul style="list-style-type: none"> • How sectionalism divides us politically, economically and socially • How suffrage changes during Jackson’s presidency • How the Jacksonian era redefines the presidency • How the War of 1812 created nationalism in our country and spurred the Industrial Revolution <p>Skills:</p> <ul style="list-style-type: none"> • Analyze political cartoons. • Analyze political climate at the time • Analyze primary sources: Treaty of Ghent, Missouri Compromise, Monroe Doctrine • Define new vocabulary • Essay and/or short answer assignments. • Interpret Music: Battle of New Orleans, Hunters of Kentucky. • Read charts/graphs • Take notes

the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

SOC.6.1.12.A.3.c
Assess the role of geopolitics in the development of American foreign relations during this period.

SOC.6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

SOC.6.1.12.A.3.g
Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.

SOC.6.1.12.A.3.h
Examine multiple perspectives on slavery and evaluate the claims used to

positive and negative ways

CRP

CRP2
CRP4
CRP5
CRP8
CRP11

America's foreign policy influenced by nationalism and sectionalism?

- What affect did territorial expansion have on the development of the new nation?
- What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated?

justify the arguments.

SOC.6.1.12.C.2.a

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.

SOC.6.1.12.D.2.c

Relate events in Europe to the development of American trade and American foreign and domestic policies.

SOC.6.1.12.D.3.c

Assess 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).

SOC.6.1.12.D.3.d

Analyze the role education played in improving economic opportunities and in the development of responsible

citizens.
 SOC.6.1.12.D.3.e
 Determine the impact of religious and social movements on the development of American culture, literature, and art.

School Formative Assessment Plan (Other Evidence)

- 9 Word Challenge
- Essay
- Quizzes
- Bill of Rights in Action: Corrupt Bargain
- Challenging Discrimination: Native Americans and other groups
- Film: America: The Story of US
- History Channel: Presidential video clips on Madison, Monroe and J.Q. Adams-
- Industrial Revolution Webquest
- RAFT
- Speculative Essay
- political cartoons

School Summative Assessment Plan

- Unit Test with essay

District / School Primary and Supplementary Resources

Primary Resources

Honors – American History (Henretta); For the Record: Primary Source Documents (Henretta)
 CP – United States History (Lapsansky-Werner)

Supplementary Resources

- Additional outside Resources:
- HIPP (Primary Source Analysis)

- Reading Like A Historian
- America the Story of US
- Youtube video clips –
- War of 1812 Interactive Website
- Jackson’s President Film
- Miniature Earth Video
- Trail of Tears Video

Technology Integration

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Google Classroom – used for daily interaction with students, covering a vast majority of different educational resources (submission of primary source readings, submission of drafts for technical essays)

Edmodo – variety of sources attached for students to read such as primary source documents, news articles, and links to assignment websites as well as political cartoons and pictures.

One to one student laptops – all students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson or topic.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning
 - Intermediate
 - Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions

- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math	Science	ELA
		Trail of Tears Speculative Essay Excerpt from John Ross Speech
Fine Arts/ Performing Arts	World Language	Applied Technology/Business
Listen to “Battle of Orleans” and “The Hunters of Kentucky”		CRP2 – Use the Corrupt Bargain to understand how the government operates beyond the bounds of the Constitution CRP4 – Use Trail of Tears essay to effectively understand and express how a minority groups feels. CRP5 – Use 21 st century news stories to compare changes in presidential policies throughout time. CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source. CRP8 – Understanding how compromises are necessary in order to effective government and effective workplace. CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

Social Studies	Health/Physical Education	Global Awareness

Learning Plan

Week	Activities
	<p>Unit 5: War of 1812 - Andrew Jackson – CP and ICR</p> <p>Week 1:</p> <ul style="list-style-type: none"> -Warm Up: Remember Jefferson’s Administration -War of 1812 Interactive - access website to listen to several key figures from the War of 1812 and record their reasons; when done, highlight notes as a class - Warm Up: address compromise/slavery/Louisiana Purchase - Handout: guided graphic organizer notes Monroe Administration - Wrap Up: Missouri Compromise Map <p>Week 2:</p> <ul style="list-style-type: none"> - Wage Slave Partner Activity; play Kahoot review of reading; work with partner to complete graphic organizer - Industrial Revolution Webquest - Graphic Organizer - use Edmodo to access notes to answer questions and review as a class - Guided notes: Sectionalism - Industrial Revolution Quiz <p>Week 3:</p> <ul style="list-style-type: none"> -Warm Up: does your vote count? - Election of 1824 - Corrupt Bargain: use Edmodo article to complete graphic organizers - Wrap Up: Was it a corrupt bargain -Introduction to Andrew Jackson Packet: read experts and answer questions <p>Week 4:</p> <ul style="list-style-type: none"> - Warm Up: Jackson Inaugural Observations - Guided Jackson notes - Jackson “Presidents” Video to identify positive and negative attributes -Warm Up: Jackson Political Cartoon - Guided Jackson Notes <p>Week 5:</p>

- Challenging Discrimination Activity: Think Pair Share
- Wrap Up: Miniature Earth
- Warm Up: Trail of Tears Scenario with Streaming Video
- Guided notes: Trail of Tears
- Trail of Tears Speculative Essay
- Monroe-Jackson Study Guide
- Monroe-Jackson Test

Unit 5: War of 1812 - Andrew Jackson - Honors

Week 1:

Guided Notes -War of 1812 and Industrialization

We Look to You Our Leader

- Ted Talk on Native Americans (Honors)

Primary Source Reading -HIPP Lowell Mill Girls (Honors)

Week 2

Guided Notes: American System and Economic Nationalism leading to Sectionalism (Honors)

Notes: Era of Good Feelings

Primary Source Documents HIPP - The Missouri Question

Free Response Essay - Industrialization (Honors)

Week 3

The Power of the Vote: Election of 1824 (Honors)

Guided notes: Jacksonian Era

An Eyewitness Account of Jackson's Inauguration: Margaret Bayard Smith, 1829 and Daniel Webster Anticipates Jackson's Arrival in Washington, D.C., 1829 (Honors)

Guided notes: Second American Party System

Cartoon Analysis: King Andrew the First...Spoil System...Destruction of National Bank

Free Response Essay: Andrew Jackson

Unit 6- Reform Movements

Duration- 2 Weeks

Standards	Transfer Goals	Concepts		Critical Knowledge and Skills
		Essential Questions	Understandings	
<p>SOC.6.1.12.A.3.f Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women’s rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.</p> <p>SOC.6.1.12.A.3.h Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.</p> <p>SOC.6.1.12.A.3.i Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.</p> <p>SOC.6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca</p>	<p>Explain that positive and negative changes took place during periods of reform in the mid 1800s so that in the long run students will understand that their involvement in makings societal changes will be necessary in their lifetime.</p>	<ul style="list-style-type: none"> • How did art, literature and language reflect a collective sense of nationalism and sectionalism? • How did religious beliefs contribute to an increase in sectional differences in our country? • To what extent are leaders and their personalities responsible for change? • To what extent was the debate over slavery essential to the reform movements? • What characteristics define a perfect society? • What tactics can citizens use to influence the government 	<ul style="list-style-type: none"> • How Sectional priorities can shape the policies of a national government. • How disillusionment about the government spurs change in society. • How ethnic and cultural conflict influences national identity. • How sectionalism affected the slavery debate. • How the 2nd Great Awakening changed the slave issue from economic reasons to moral reasons. 	<p>Knowledge</p> <ul style="list-style-type: none"> • How disillusionment about the government spurs change in society. • How sectionalism affected the slavery debate. • How the 2nd Great Awakening changed the slave issue from changed the slave issue from economic reasons to moral reasons. • How the industrial revolution changed family dynamics that has serious ramifications on women and children. • How women take up the cause for more independence and the right to vote. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze political cartoons • Analyze primary sources: Civil Disobedience, Declaration of Sentiments. • Connect reforms of the 1840s to reforms of today • Define new vocabulary • Essay and/or short answer assignments. • Identify contributions of influential people • Interpret Music: Underground Railroad Rap
	<p>CRP</p> <p>***</p>			
	<p>CRP2</p> <p>CRP4</p> <p>CRP5</p>			

Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.

SOC.6.1.12.C.3.b
Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

SOC.6.1.12.D.2.d
Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.

SOC.6.1.12.D.2.e
Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

SOC.6.1.12.D.3.d
Analyze the role education played in improving economic opportunities and in the development of responsible

CRP8
CRP11

- How the federal governments influence can effect change in the economic climate.
- How the industrial revolution changed family dynamics that has serious ramifications on women and children.
- How women take up the cause for more independence and the right to vote.
- Individuals and groups can effect change at the local, state, and national levels.

- Read charts/graphs
- Take Notes

citizens. SOC.6.1.12.D.3.e Determine the impact of religious and social movements on the development of American culture, literature, and art.				
--	--	--	--	--

School Formative Assessment Plan (Other Evidence)	School Summative Assessment Plan
--	---

-Analyze music -Essay -Quizzes -Test -Create their own utopian community -Interpret slogans and posters -Jigsaw Activity: Women’s Rights in the Antebellum Era -Quizzes/Vocabulary -RAFT - Reformers - Tests-Multiple choice, open-ended questions, political cartoons.	Test and essay; Reform Era Project
--	------------------------------------

District / School Primary and Supplementary Resources	
--	--

Primary Resources	Supplementary Resources
--------------------------	--------------------------------

Honors – American History (Henretta); For the Record: Primary Source Documents (Henretta) CP – United States History (Lapsansky-Werner)	Additional outside Resources: <ul style="list-style-type: none"> ● HIPP (Primary Source Analysis) ● Reading Like A Historian
--	--

- America the Story of US
- Youtube video clips – Transcendentalism, Thoreau and MLK
- Alice Paul Video Clips
- Underground Railroad Documentary
- Unchained Memories: Readings from the Slave Narratives
- Life and Times of Frederick Douglass

Technology Integration

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

TECH.8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

TECH.8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning
 - Intermediate
 - Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math

Science

ELA

Readings from Henry David Thoreau
Readings from Ralph Waldo Emerson
Readings pertaining to beginning of the Women's Rights Movement

Fine Arts/ Performing Arts

World Language

Applied Technology/Business

CRP2 – Utilizing past issues and problems from the Reform Era to better problem solve the issues we face today.
CRP4 – Using the Reform Era as a starting point, students need to effectively communicate the issues and problems facing the world today and how we can solve these issues as a global community.
CRP5 – Use 21st century news stories to compare changes in presidential policies throughout time.
CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.
CRP8 – Understanding how compromises are necessary in order to effective government and effective workplace.
CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

Social Studies	Health/Physical Education	Global Awareness
		Addressing issues of women's rights today Addressing issues of mental illness today as well as alcoholism and drug abuse

Learning Plan

Week	Activities
	<p>Unit 6: Reform Movements – CP and ICR</p> <p>Week 1:</p> <ul style="list-style-type: none"> -Warm up: Religion, Evangelist, Reform, Transcendentalism -Notes/Discussion on various reforms throughout the United States -Transcendentalist Video: connecting Emerson and Thoreau to Gandhi and Martin Luther King, Jr. -Reformers in Action Packet - 18th century reform movements with smartboard pictures -Discuss the various changes in the Women's Movement throughout U.S. history through a graphic organizer and class discussion -Women's Rights Movement notes and Alice Paul prison Clip -View documentary on the Underground Railroad and students will write down 5 interesting facts that they did not previously know <p>Week 2:</p> <ul style="list-style-type: none"> -students will take notes on Abolition and look at smartboard pictures -Reform review chart with reading and questions -Reform era study guide <p><u>Unit 6 – Reform - Honors</u></p> <p><u>Week 1</u></p> <p>Guided notes - Reform Alternative Assessment -Modern Day Reformers (Honors) Primary Source Document -HIPP - Declaration of Sentiments</p> <p><u>Week 2</u></p> <p>Guided Notes - Abolition</p>

Unchained Memories, Readings from the Slave Narratives. *Slave Chronicles* - writing assignment (Honors)
 Primary Source Document -HIPP *Life and Times of Frederick Douglass*

Unit- Western Expansion

Duration- 2 weeks

Standards	Transfer Goals	Concepts		Critical Knowledge and Skills
		Essential Questions	Understandings	
<p>SOC.6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p>SOC.6.1.12.A.3.b Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.</p> <p>SOC.6.1.12.A.3.e Judge the fairness of government treaties, policies, and actions</p>	<p>Students will be able to independently use their learning to understand why the lure of the west and our desire to achieve Manifest Destiny was paramount for our countries growth so that in the long run students will understand why certain</p>	<ul style="list-style-type: none"> • How did sectionalism and the Slavery Issue come to dominate the American mind and politics after the Mexican-American war? • How did territorial expansion intensify cultural conflicts? • How do individuals adapt to their surroundings? • How was Manifest Destiny a positive and negative factor in our development? • How were nationalism and 	<ul style="list-style-type: none"> • Different groups of people may be affected in different ways by economic growth. • Expansionism can affect gender norms. • Political beliefs can influence migration. • That multiple political, social, and economic factors cause American territorial expansion. 	<p>Knowledge</p> <ul style="list-style-type: none"> • How Native Americans, Chinese, Mexicans and women were affected by Manifest Destiny. • The Push-pull factors that led people to migrate west. • The consequences of territorial expansion politically, socially and economically. • The impact of expansion on slavery in the United States. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze political cartoons: Mexican-American war, Compromise 1850, California Gold Rush • Analyze primary sources: Mexican America war • Connect expansionism in the 1840's to our global reach • Define vocabulary • Essay and/or short answer assignments. • Identify contributions of influential people

that resulted in Native American migration and removal.

SOC.6.1.12.A.3.h
Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

SOC.6.1.12.B.3.a
Assess the impact of Western settlement on the expansion of United States political boundaries.

SOC.6.1.12.C.3.b
Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

SOC.6.1.12.CS3
Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic

beliefs can lead to either conflict or acceptance over territorial disputes.

CRP

CRP2
CRP4
CRP5
CRP8
CRP11

sectionalism reflected in the economy and social issues of the era?

• What caused individuals or groups to migrate

- Interpret Music: James K. Polk by They May Be Giants
- Read charts/graphs
- Secondary Source Reading: 1848 When America Came of Age
- Take notes

practices.

SOC.6.1.12.D.3.a
Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

SOC.6.1.12.D.3.b
Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

SOC.6.1.12.D.3.c
Assess 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).

School Formative Assessment Plan (Other Evidence)

- 9 word challenge
- Analyze music
- Analyze painting of America's Progress
- Essay

School Summative Assessment Plan

Tests and essay

-Quizzes
 - Interpret slogans and posters
 -Mapping of territories

District / School Primary and Supplementary Resources

Primary Resources

Supplementary Resources

Honors – American History (Henretta); For the Record: Primary Source Documents (Henretta)
 CP – United States History (Lapsansky-Werner)

- Additional outside Resources:
- HIPP (Primary Source Analysis)
 - Reading Like A Historian
 - America the Story of US
 - Youtube video clips – Donnor Party
 - American Progress Painting
 - United Steaming – Texas Revolution
 - History of US – The Alamo
 - US Grant US/Mexican War quote with political cartoon

Technology Integration

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
 TECH.8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning
 - Intermediate
 - Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes

- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math	Science	ELA
		Read excerpts of Civil Disobedience by Thoreau
Fine Arts/ Performing Arts	World Language	Applied Technology/Business
American Progress Painting Analysis		CRP2 – Utilizing past issues and problems from the Gold Rush to better problem solve the environmental issues we face today. CRP4 – Using the Mexican American War as a starting point, students need to effectively communicate the issues and problems facing the world today and how we can solve these issues as a global community. CRP5 – Use 21 st century news stories to compare changes in presidential policies throughout time. CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source. CRP8 – Understanding how compromises are

		necessary in order to effective government and effective workplace. CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.
Social Studies	Health/Physical Education	Global Awareness
		Using the Mexican American war as a war that was not justified and compare this to modern day wars.

Learning Plan

Week	Activities
	<p>Unit 7: Westward Expansion – CP and ICR</p> <p>Week 1:</p> <ul style="list-style-type: none"> -Warm Up: American progress picture and questions -Manifest Destiny notes with embedded questions -The Oregon Trail with smartboard pictures -History of Us: Donner Party Clip -Warm Up: Revolution and the Alamo -Alamo video clip -Notes: the Texas Problem -Wrap up: students use maps of Texas to answer questions -History of Us clip with westward questions <p>Week 2:</p> <ul style="list-style-type: none"> -Notes: War with Mexico -Gold Rush webquest -Notes: Westward movement study guide -Test

Unit 7 Western Expansion – Honors

Week 1 and Week 2

Cartoon Analysis -American Progress (Honors)

Guided Notes - Manifest Destiny and Western Expansion (Oregon Territory, Texas Rev., Mex-Am War)

Primary Source Quote from U.S. Grant on Mexican American War, students to construct political cartoon from quote.

Unit 8- Pre-Civil War and Civil War

Duration- 4 weeks

Standards	Transfer Goals	Concepts		Critical Knowledge and Skills
		Essential Questions	Understandings	
<p>SOC.6.1.12.A.4.a Analyze 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>SOC.6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address)</p>	<p>Students will be able to independently use their learning to explain the controversies that led to the outbreak of the Civil war, so that in the long run, students will understand the social, political and economic affects that ignited the</p>	<ul style="list-style-type: none"> • How are civil liberties challenged during conflict and change? • How did Sectionalism and the Slavery Issue come to dominate the American Mind and politics in the decade after the Mexican War? • How does obtaining new technology but not changing old strategies effect the outcome of war? • To what extent have the issues surrounding the Civil War yet to be 	<ul style="list-style-type: none"> • During times of war, government struggles with a balance between national security and civil liberties. • Human Rights issues create social change. • Propaganda shapes country's value system and beliefs. • Technology can impact the outcome of war. 	<p>Knowledge</p> <ul style="list-style-type: none"> • Effects of new inventions, medical treatments and weapons and how they impacted the outcome of the war. • That the Civil War was not just fought because of slavery but also because of the challenges between the state and federal government. • That the president's wartime power exceeded the limits of the executive branch. • The devastating effects of war on the American public's psyche. • The efforts that abolitions undertook to gain human rights for slaves. • The implications of the Civil War and how it affects our nation today <p>Skills:</p>

contributed to demanding equality for all.

SOC.6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.

SOC.6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.

SOC.6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

SOC.6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were.

SOC.6.1.12.CS4 The Civil War was caused by ideological, economic, and political

Civil War.

CRP

CRP2
CRP5
CRP8
CRP11

resolved?

- What are the costs of war?
- What did a federal union of states mean politically and socially before and after the Civil War?
- What government information should you trust? How do citizens' know what to believe?
- What issues proved decisive in dividing the nation on the eve of the Civil war?

- The costs of war go beyond economic factors.
- War can be caused by challenges between state and federal governments.

- Analyze pictures that represents important events during the Civil War
- Analyze primary sources
- Define new vocabulary
- Develop oratorical skills
- Essay and/or short answer assignments.
- Evaluate effective use of policy from opposing points of view.
- Formulation of arguments for debate
- Identify contributions of influential people
- Interpret music: Civil War Music
- Mapping and Identifying divisions in the United States
- Read charts/graphs
- Take notes

differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.

SOC.6.1.12.D.4.a

Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.

SOC.6.1.12.D.4.b

Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

SOC.6.1.12.D.4.c

Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

SOC.6.1.12.D.4.e

Analyze the impact of the Civil War and the 14th

Amendment on the development of the country and on the relationship between the national and state governments.

School Formative Assessment Plan (Other Evidence)

- Analyze pictures that represents important events during the Civil War
- Analyze primary sources
- Define new vocabulary
- Develop oratorical skills
- Essay and/or short answer assignments.
- Evaluate effective use of policy from opposing points of view.
- Formulation of arguments for debate
- Identify contributions of influential people
- Interpret music: Civil War Music
- Mapping and Identifying divisions in the United States
- Read charts/graphs
- Take notes

School Summative Assessment Plan

Tests and Essay

District / School Primary and Supplementary Resources

Primary Resources

Honors – American History (Henretta); For the Record: Primary Source Documents (Henretta)
 CP – United States History (Lapsansky-Werner)

Supplementary Resources

- Additional outside Resources:
- HIPP (Primary Source Analysis)
 - Reading Like A Historian

- America the Story of US
- Youtube video clips – Uncle Tom’s Cabin
- Uncle Tom’s Cabin
- Dred Scott Court Case
- History of US – John Brown
- Emancipation Proclamation Video
- Antietam Video

Technology Integration

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning

- Intermediate
- Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math

Science

ELA

Analysis of Dred Scott Court Case
John Brown's Courtroom Speech
Analysis of Emancipation Proclamation
Analysis of Gettysburg Address

Fine Arts/ Performing Arts

World Language

Applied Technology/Business

CRP2 – Utilizing past issues and problems from the Civil War, students can more effectively deal with issues in the workplace.
CRP5 – Use 21st century news stories to compare changes in presidential policies throughout time.
CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.
CRP8 – Understanding how compromises are necessary in order to effective government and effective workplace.
CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

Social Studies	Health/Physical Education	Global Awareness
		Connect controversial issues today with that of slavery.

Learning Plan

Week	Activities
	<p>Unit 8: Pre-Civil War and Civil War – CP and ICR</p> <p>Week 1:</p> <ul style="list-style-type: none"> -Warm up: Controversial topics -Uncle Tom’s Cabin reading with questions and video clip -Notes: Uncle Tom’s Cabin facts -Notes:Tensions Leading to the Civil War -Warm up: History versus Math Competition -Notes: Kansas/Nebraska Act -Wrap up: Slave/Free map and show the History of Us (Slave catchers) -Students will trace Dred Scott’s journey on a map and take notes -Notes: Dred Scott -Warm up: Dred Scott Court Case Arguments and review <p>Week 2:</p> <ul style="list-style-type: none"> -Notes: John Brown with smartboard pictures -John Brown interview with History of Us clip about Brown’s Harper Ferry Raid -John Brown T-chart: terrorist or martyr? -Notes: A House Divided Cannot Stand -Notes with embedded questions -History of Us: Lincoln’s Election -Notes: Fort Sumter notes and answer questions -Pre-Civil War open notebook quiz <p>Week 3:</p> <ul style="list-style-type: none"> -Warm up: Lincoln’s objective -Notes: North & South War Objectives notes and questions -Notes: Comparison Chart notes and question review

- Notes: Early battles of the Civil War: students complete outline using the textbook
- Smartboard pictures
- Notes: the Battle of Antietam with video clip and wrap up questions
- Notes: Civil War Casualties with smartboard pictures
- Notes: Emancipation Proclamation
- Wrap Up: Ford Museum video clip and questions

Week 4:

- Notes: Vicksburg hard copy of notes while students outline
- Video clip on Vicksburg
- Warm Up: Gettysburg Address questions
- Notes: Gettysburg Address notes with video clip
- Notes: the End of the Civil War

Unit 8 Pre-CW and Civil War - 4 weeks - Honors

Week 1

Guided notes

Analysis of posters discussing the ramifications of the Compromise of 1850, both politically and geographically and will be viewing posters about the Fugitive Slave Law.

Students will list what they think are the top 5 most controversial topics in America today, and explain why. After the discussion of their warm-up question, students will be discussing *Uncle Tom's Cabin* and Hinton Helper's *Impending Crisis in the South*. Reading primary Source document on the Compromise of 1850 between John Calhoun and Daniel Webster

Week 2

Guided notes

Dred Scott case and will follow with an activity comparing the moral, constitutional, economic and political implications of modern day issues.

Primary Source Document-House Divided Speech by Abraham Lincoln.

Debate on the Constitutionality of the secession of the South from the United States.

Week 3

Guided notes

Is there such a thing as a "Just War"? Discussion on the two Presidents perspectives and the policies that were implemented for the first time in history.

Was it a "rich man's war and a poor man's fight"?

NYC Draft Activity Students will do a group activity on who should fight or be exempt from war. Discussion on the riots that occurred in New York.

Key Battles of the War.

Week 4**Primary Source Reading:** Emancipation Proclamation and Gettysburg Address.

America the Story of US - on technology in the CW

Students will be receiving a music analyzation sheet and will be listening to various pieces of music from both the North and the South. They will be comparing the meanings of the musical pieces.

Unit 9- Reconstruction**Duration- 2 weeks**

Standards	Transfer Goals	Concepts		Critical Knowledge and Skills
		Essential Questions	Understandings	
<p>SOC.6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>SOC.6.1.12.A.5.b 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>SOC.6.1.12.B.4.b Analyze the impact of</p>	<p>Recall that the end of the Civil War and the reconstruction of the South caused multiple economic, social and political problems in our country so that in the long run, students will be able to understand why</p>	<ul style="list-style-type: none"> • Does racial equality depend upon government action? • How can economically oppressed groups make their voices heard politically? • How can technological innovations change society, business and the role of government? • How did changes during Reconstruction make a lasting impact on America? • How did immigration 	<ul style="list-style-type: none"> • Coordinated action by groups or individuals can effect change in business practices and economic policies. • Different groups of people may be affected in different ways by economic growth and technological innovations. • Industrialization can impact people, the environment, and the economy. 	<p>Knowledge</p> <ul style="list-style-type: none"> • The consequences of Southern legislation (Ie. Black Codes, Jim Crow Laws) on African American Civil Rights. • The effects of military intervention in the South during Reconstruction. • The social and political consequences of the Freeman’s Bureau, Radical Republicans, and Reconstruction Plans. <p>Skills:</p> <ul style="list-style-type: none"> • Analyze political cartoons • Analyze primary sources • Define new vocabulary • Essay and/or short answer assignments. • Identify contributions of influential people • Mapping and identifying military districts.

population shifts and migration patterns during the Reconstruction period.

SOC.6.1.12.B.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.

SOC.6.1.12.C.4.b
Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.

SOC.6.1.12.C.5.b
Compare and contrast economic development of the North, South, and West in the post-Civil War period.

SOC.6.1.12.C.5.c
Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on

monopolies in industry, the civil rights movement and the political party populists emerged.

CRP

CRP5
CRP8
CRP11

and industrialization shape urban life?

- How did rapid industrialization bring create economic, social and political change?

Should an individual be allowed to accumulate as much wealth as possible?

To what extent did industrialization affect the relationships between government, business and the worker?

- To what extent did the federal government wield its power over the states during Reconstruction?
- What social, economic and political factors led to the need for labor unions?

- Policies and agencies of the Reconstructive era proved ineffective in dealing with African America issues, which led to prolonged discrimination and segregation in the South.
- The emergence of discriminatory legislation directly affected African American civil Rights.
- The government may create policies that encourage economic growth and promote innovation in technology.

- Read charts/graphs
- Take notes

businesses and individuals.

SOC.6.1.12.CS4

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.

SOC.6.1.12.D.4.b

Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.

SOC.6.1.12.D.4.c

Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.

SOC.6.1.12.D.4.d

Relate conflicting political, economic, social, and sectional perspectives

--	--	--	--	--

on Reconstruction to the resistance of some Southern individuals and states.

SOC.6.1.12.D.4.e

Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

School Formative Assessment Plan (Other Evidence)

- Essays
- Quizzes
- Comparing Viewpoints: Was Reconstruction Radical?
- Interactive Activity: New Ways of Doing Business-Horizontal and Vertical Integration.
- Listening and reflecting on the song "Strange Fruit"
- Primary Source readings on the testimonies of blacks on the KKK, Andrew Carnegie: Wealth
- Quizzes/Vocabulary
- Reflections on film "Shadows of Hate"

School Summative Assessment Plan

Tests and essay

District / School Primary and Supplementary Resources

Primary Resources

Honors – American History (Henretta); For the Record: Primary Source Documents (Henretta)
CP – United States History (Lapsansky-Werner)

Supplementary Resources

Additional outside Resources:

- HIPP (Primary Source Analysis)
- Reading Like A Historian
- America the Story of US
- Youtube video clips
- “Southern Man” Neil Young
- United Streaming - Reconstruction
- “Strange Fruit” – Billie Holiday

Technology Integration

TECH.8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

TECH.8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.

Differentiated Instruction

Gifted Students (N.J.A.C.6A:8-3.1)

- Within each lesson, the Gift Students are to be given the Enrichment Questions.
- These questions are to push the knowledge of each portion of the lesson. Refer to the bottom of your Teacher Edition to see this portion of the lesson.

English Language Learners (N.J.A.C.6A:15)

- Within each lesson, the English Language Learners are given three levels of questioning. Each level is accommodating to the level of learning that the individual student(s) is learning at.
 - Beginning
 - Intermediate
 - Advanced
- All assignments will be created/translated in the student's native language.
- Work with ELL Teacher to allow for all assignments to be completed with extra time.

At-Risk Students (N.J.A.C.6A:8-4.3c)

- Within each lesson, the Response to Intervention section is for the at risk students. Within these sections of the Teacher Edition, common mistakes are brought up and intervention plans are provided. Refer to the bottom of your Teacher Edition to see these examples.

Special Education Students (N.J.A.C.6A:8-3.1)

- Frequent checks for understanding
- Preferred seating assignment
- Multiple representations
- Hard copy of notes
- Extend the time needed to complete assignments and assessments (as per IEP or 504)
- Provide grading rubrics
- Model examples for projects
- Clarification of directions and instructions
- Repeat/rephrase instructions
- Read aloud multiple choice for tests and quizzes

Interdisciplinary Connections****

Math	Science	ELA
		Primary Source readings and Essay writing
Fine Arts/ Performing Arts	World Language	Applied Technology/Business
Listening to and interpreting “Southern Man” Listening to and interpreting “Strange Fruit”		CRP5 – Use 21 st century news stories to compare changes in presidential policies throughout time. CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source. CRP8 – Understanding how compromises are necessary in order to effective government and effective workplace. CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.
Social Studies	Health/Physical Education	Global Awareness

Learning Plan

Week

Activities

Unit 9: Reconstruction – CP and ICR

Week 1:

- Warm Up: Four Concerns after Civil War
- Guided notes: The Meaning of Freedom
- Wrap Up: Listen to “Southern Man” and interpret meaning
- Guided notes: Presidential Reconstruction
- United Streaming Video: Reconstruction with class participation questions

Week 2:

- Congressional Reconstruction: read notes to complete graphic organizer
- Partner Activity: President Johnson Impeachment Cartoon Activity
- Guided notes: Radical Republican Reconstruction
- Guided notes: The End of Reconstruction
- Hard copy of notes: Lynching and Jim Crow Laws; listen to Billie Holliday’s “Strange Fruit” and complete discussion questions.

Unit 9: Reconstruction - Honors

Week 1

Guided notes

How do you reconstruct a hostile environment?

Students will try to reconstruct Afghanistan and compare it to reconstructing the South...both hostile territories.

How the death of President Lincoln affected Reconstruction

Reconstruction policies and why they were re-written after the death of President Lincoln. How do you reconstruct an area that does not want us there?

Week 2

Guided Notes

Webquest on Jim Crow and the implications of Jim Crow

3 primary source documents by African Americans from the 1872 joint House and Senate committee investigating Southern violence. After they read the documents they will be given a series of questions about Civil Rights that they must answer in essay form.