

Unit 1: Colonial

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 1**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.

Life Literacies and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an

TECH.9.4.12.IML.5

intended audience (e.g., S-ID.B.6b, HS-LS2-4).

Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

Ref's

Description

- 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 ideas led to the establishment of our country's government, diverse culture and our treatment of indigenous tribes and immigrants.

Concepts

Essential Questions

1.

- Was colonial America a democratic society?
- 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 slavery the basis of freedom in colonial America?

Understandings

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

Critical Knowledge and Skills

Knowledge

Students will know:

- 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

Technology Integration, Skills & Differentiated Instruction

Technology Integration

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different

educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)

- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

- **One to One Student's laptop**

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

- **Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

Skills

Students will be able to:

- 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

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

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

Essay

Quizzes

Colonial Norms Activity

Music Interpretation

Quizzes

Political cartoons.

HW assignments

Chunking - Reading analysis and notes

School Summative Assessment Plan

Unit Test

Primary Resources

Honors – American History (Henretta)

CP – United States History (Lapsansky-Werner)

Supplementary Resources

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

Interdisciplinary Connections

MATH -

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

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

- Students watch a reenactment of the Salem Witch Trials

- Students watch the reenactment of the settlement at Plymouth and Jamestown

APPLIED TECHNOLOGY/BUSINESS -

CRP2 – Reading maps and graphs and apply this knowledge to the growth of the United States.

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.

CRP5 – Assess how colonists had a negative and positive impact on our environment, social, and economic lives today.

CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.

CRP8 – By analyzing the problem solving of the colonists and Native Americans students will understand how to make decisions in their lives.

CRP11 – Students are given the option to use a variety of technological templates to complete projects and

assessments.

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Unit 1: Colonial Era -

RC/ICR

Week 1:

Day 1: Colonies of the New World graphic organizer and guided questions

Day 2: Middle Passage webquest

Day 3: Modified guided notes: Enlightenment & the Great Awakening, video clip:

https://www.youtube.com/watch?v=J0B28_gwj0M

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>

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.

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).

13 Colonies compare and contrast webquest with colonial region advertisement

Middle Passage webquest

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.

Salem Witch trial webquest

French & Indian War graphic organizer

French & Indian War textbook assignment

GW letter analysis activity from the French & Indian War

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- "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).

Primary Source Reading: City Upon the Hill (Honors)

Primary Source: A Colonial Matter – Cotton Mather (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

Regional Variations – The beginning of Slavery

Colonial Unit – Week 4

Guided and modified notes

Johnathan Edwards and the Great Awakening: <https://www.youtube.com/watch?v=3REg6ZWLjZA>

Enlightenment and American Thinkers

Mercantilism and its impact on the colonies.

French and Indian War

Nine Perspectives - **EQUITY:** How do different groups in the New World interact and perceive each other?
Treating different historical groups as actual people involved in complex situations rather than a monolith.

Unit 2: French and Indian War & American Revolution

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 1**
Length: **4 weeks**
Status: **Published**

Standards

Social Studies Standards

SOC.6.1	U.S. History: America in the World
SOC.6.1.1	Colonization and Settlement (1585–1763)
SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today’s political parties.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

Social Studies Practices

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SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Life Literacies and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
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TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Transfer Goals

Transfer Goals

- To understand how 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 basis for our government today

Concepts

Essential Questions

- Are people justified in resisting policies when they impact the economy?
- How are international revolutions similar or different?
- How did Britain's "neglect" of the colonies gradually lead to independence?

- How does the Treaty of Paris change the geography of the United States?
- How does war impact relations? What are the results?
- To what extent is the American government a product of the Enlightenment period?

Understandings

- The concept of taxes without representation led to the violence and protest.
- The relationship between Britain and the colonies contributed to the colonies independent spirit.
- The revolution was a war of economy and philosophy.

Critical Knowledge and Skills

Knowledge

Students will know:

- 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.

Technology Integration, Skills & Differentiated Instruction

Technology Integration

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Skills

Students will be able to...

- 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

Differentiated Instruction

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

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- ☐ 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

Assessment and Resources

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

-RAFT

-Webquest

School Summative Assessment Plan

Unit Test

Essay

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)

Interdisciplinary Connections

MATH -

ELA -

Essay writing

Benjamin Franklin’s Testimony to Parliament: The Stamp Act

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

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 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.

CRP5 – Assess how British taxes had a negative and positive impact on our environment, social, and economic lives today.

CRP7 – The use of primary source documents and the analysis of documents to understand the validity of the source.

CRP8 – By analyzing the problem solving of the colonists and Native Americans students will understand how to make decisions in their lives.

CRP11 – Students are given the option to use a variety of technological templates to complete projects and assessments.

GLOBAL AWARENESS -

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.

Learning Plan / Pacing Guide

Unit 2: French and Indian War/American Revolution – RC , ICR AND CP

Week 1: French and Indian War/American Revolution

-Warm Up #1 (check for understanding, activate prior knowledge, introduce new material) Modified guided notes (powerpoint/nearpod), videos:

<http://www.youtube.com/watch?v=yt8uNIN0fiU><http://www.youtube.com/watch?v=mphUZDdMpZA>

-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 - **SEL emotional response to historical topic**

-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

-Tax comic strip activity

-

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=2L0JLVDnpt4>, 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
- Declaration of Independence infographic activity & webquest

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
- Road to Revolution station activity
- Loyalty v Patriot Who Said It activity
- American Revolution battle chart group activity
- Comparison activity between American, Haitian, & Mexican revolution group activity

Unit 2 French and Indian War and American Revolution - Honors

Week 1:

Notes and discussion

French and Indian War -Seven Year War

<http://www.youtube.com/watch?v=yt8uNIN0fiU>

<http://www.youtube.com/watch?v=mphUZDdMpZA>

Nine Perspectives- Implications of the War (Honors)

Cartoon Analysis: Join or Die

Introduction to Short Answer questions

Week 2:

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

Factors that Led to the Revolution

Boston Massacre Picture with personal reflection

Taking a Stand – Students looking at scenarios that they would be willing to take a stand for and comparing these issues to colonial taxes.

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

Boston Tea Party Lesson: **Activity**: Students will be reading a primary source document about the Boston Tea Party and will have discussion questions to lead them in a discussion about protest, freedom and when it is acceptable to break the law

Discussion Question

1. The Boston Tea Party is an iconic moment of rebellion in United States history. When is it acceptable to break the law
2. The rebels knew that by throwing the tea overboard, the British government would seek to punish them for their actions. Why do you think the rebels decided to participate in the Boston Tea Party when they knew they might be punished? What is more important: freedom or security?
3. Why do you think that the colonists who participated in the Boston Tea Party were angered by the actions of Captain O'Connor and the "tall, aged man." Did those men deserve to be punished? Why or why not?
4. In 2010, a political movement called the "Tea Party" rose to prominence. Why do you think that current political figures would try to connect themselves and their beliefs with the Boston Tea Party?
5. If you were living in Boston at the time, would you have participated in the Boston Tea Party? Why or why not?

-

Week 3:

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)

Declaration of Independence letter activity.

-video "Too Late to Apologize" spoof video https://www.youtube.com/watch?v=A_56cZGRMx4

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)

Week 4:

American Revolution Battles Interactive website with notes:

<http://teachingamericanhistory.org/neh/interactives/americanrevolution/>

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 Confederation and the Constitution

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 2**
Length: **5 weeks**
Status: **Published**

Standards

Social Studies Standards

Created by Denise Everitt 2/15/22

SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
SOC.6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
SOC.6.1.12.HistorySE.2.a	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.
SOC.6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SOC.6.1.12.HistoryUP.2.b	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.

SOC.6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

Life Literacies & Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Social Studies Practice

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

- 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.

Concepts

Essential Questions

- 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?

Understandings

Students will understand that

- Fundamental principles of the Constitution in evidence today: branches of government, checks and balances, 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 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

Critical Knowledge and Skills

Knowledge

Students will know:

- 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.

Technology Integration, Skills & Differentiated Instruction

Technology Integration

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

Skills

Students will be able to:

- 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

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

Assessment and Resources

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

Unit Test

Essay

Project - Students of the Caribbean

Primary Resources

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

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

Interdisciplinary Connections

MATH -

ELA -

Comparing the Preamble to introductory paragraph/thesis statement in a well written English essay.

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

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 21st 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.

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 / Pacing Guide

Unit 3: Articles of Confederation and the Constitution – RC, ICR and CP

Week 1: Articles of Confederation

- 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

Week 2: The Constitution of the United States

- 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
- Webquests on Legislative, Executive & Judicial Branches of government
- ICivics Anatomy of the Constitution assignment

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
- Bill of Rights scenario activity
- Constitution at Work activity using a copy of the Constitution

UNIT 3 AOC and Constitution -Week 1 – Honors

Articles of Confederation and its consequences

Introduction to writing a technical essay- “Unpacking the question”

Shay’s Rebellion-Reciprocal Teaching- Primary Source Document Jefferson and Abigail Adams (Honors)

Students of the Caribbean –Creating a government through compromise

Constitutional Convention

Free Response Essay (Honors)

AOC and Constitution-Week 2

Constitution at Work – using Constitution

Federalists vs. Anti-Federalists

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

Primary Source Document -Federalists 10 (Honors)

AOC and Constitution-Week 3

Bill of Rights and You

Supreme Court Cases Every Teen Should Know, reading and questions

Constitution Grab Bag (Honors) –Review using Constitution...

Supreme Court Cases in school (Honors)

How do the rights guaranteed during this time period lead to Americans today fighting for their rights in regard to LGBTQ+ and other groups that have been systematically denied rights? How can Americans fight for equity and use these documents as a basis?

Unit 4: Washington, Adams, Jefferson

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 2**
Length: **4 weeks**
Status: **Published**

Standards

Social Studies Standards

Created by Denise Everitt 2/15/22

SOC.6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
SOC.6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
SOC.6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.
SOC.6.1.12.CivicsPI.2.b	Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
SOC.6.1.12.EconET.2.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.EconEM.2.b	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
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SOC.6.1.12.HistoryUP.2.c	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).

Life Literacies and Key Skills

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

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

Concepts

Essential Questions

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

Understandings

Students will understand that . .

- The development of Political Parties contributed to our 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

Critical Knowledge and Skills

Knowledge

Students will know:

- 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 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

Students will be able to:

- 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

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

-Quizzes

-Essay

-Lewis & Clark Webquest

- Louisiana Purchase Mapping Activity

- RAFT

- political cartoons.
- Whiskey Rebellion Poster

School Summative Assessment Plan

- Tests with essay
- Three Part Jefferson Alternative Assessment (map, webquest, movie review)

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 – Washington Administration, Election of 1800 Ads
- Scenes from John Adams
- Washington’s Farewell Address

Technology Integration & Differentiated Instruction

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

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- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

- **Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

Differentiated Instruction

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- ☐ 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.

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- ☐ 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.

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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 -

ELA -

Washington's Farewell Address Analysis

Excerpts from the Federalist Papers

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

View scenes and music from "Hamilton"

APPLIED TECHNOLOGY/BUSINESS -

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 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.

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 / Pacing Guide

Unit 4: Washington, Adams, Jefferson – RC, 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 google classroom 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.

-9 Word challenge on G. Washington

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
- GW & Jay Treaty assignment
- GW & Whiskey Rebellion assignment
- GW Retirement letter
- GW Farewell Address analysis assignment

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 - **CLIMATE CHANGE** - how does the West of Lewis/Clark differ from our world today - what are the negative impacts of humans on environment.
- 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 Discussion

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

Hamilton's Economic Plan, using songs from "Hamilton" <https://www.youtube.com/watch?v=mBmTdJ4XTfs>

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

Washington's Farewell Address-Reciprocal Teaching (Honors)

Week Two

Notes and Discussion - Adams Administration

Time Magazine: The First Patriot Act -Alien/Sedition Act

Election of 1800- Attack Ads https://www.youtube.com/watch?v=Y_zTN4BXvYI

Free Response Essay (Honors)

Jefferson Administration

Week Three:

Midnight Judges and Marbury vs. Madison: Judicial Review and its importance

National Geographics Lewis and Clark

Embargo Acts and its impact on the United States

Quiz on Administrations

Unit 5: War of 1812- Andrew Jackson

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 3**
Length: **6 weeks**
Status: **Published**

Standards

Social Studies Standards

Created by Denise Everitt 2/16/22

SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased immigration.
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.

Life Literacies and Key Skills

TECH.9.4.12.CI	Creativity and Innovation
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML	Information and Media Literacy
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources.
TECH.9.4.12.IML.8	<p>Evaluate media sources for point of view, bias, and motivations (e.g., NJSLA.R6, 7.1.AL.IPRET.6).</p> <p>With a growth mindset, failure is an important part of success.</p> <p>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p> <p>Media have embedded values and points of view.</p> <p>Accurate information may help in making valuable and ethical choices.</p>

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

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 positive and negative ways

Concepts

Essential Questions

- 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 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?

Understandings

Students will understand

- The Jacksonian Era redefined both politics and social reform.

Development of Nationalism

- Effects of Expansionism domestically and globally.
- Effects of Sectionalism on Politics, Society and the Economy
- Pros and Cons of Industrialization

Critical Knowledge and Skills

Knowledge

Students will know:

- 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

Skills

Students will be able to:

- 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

Assessment and Resources

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

Essay

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 & Differentiated Instruction

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.
- **One to One Student's laptop**
 - All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
 - Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions
- **Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips**

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 -

ELA -

Trail of Tears Speculative Essay

Excerpt from John Ross Speech

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

Listen to “Battle of Orleans” and “The Hunters of Kentucky”

APPLIED TECHNOLOGY/BUSINESS -

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 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.

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Unit 5: War of 1812 - Andrew Jackson – RC, CP and ICR

Week 1:

-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

-For/Against War of 1812 reading

-Should US go to war with Britain interest group chart

- Star Spangled Banner interpretation of lyrics
- War of 1812 webquest
- War of 1812 open notebook quiz

Week 2:

- Wage Slave Partner Activity; play Kahoot review of reading; work with partner to complete graphic organizer
- Industrial Revolution Webquest
- Graphic Organizer - use google classroom to access notes to answer questions and review as a class
- Guided notes: Sectionalism
- Industrial Revolution Quiz
- Invention graphic organizer
- Child Labor in the Industrial Revolution source analysis
- Inventors Powerpoint Infomercial in groups
- Industrial Revolution word cloud activity &inventor graphic organizer

Week 3:

- Warm Up: does your vote count?
- Election of 1824 - Corrupt Bargain: use google classroom article to complete graphic organizers
- Wrap Up: Was it a corrupt bargain
- Introduction to Andrew Jackson Packet: read experts and answer questions

Week 4:

- 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

- Jackson station activity
- Jackson webquest
- Jackson fight card activity
- Was the Treaty of New Echota fair primary source document and questions

Week 5:

- Challenging Discrimination Activity: Think Pair Share - **Equity** - how can students address past discrimination against many different groups in America and how can they work to address these issues in their own communities?
- 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:

Notes and Discussion- War of 1812

We Look to You Our Leader

- Ted Talk on Native Americans (Honors) followed by writing assignment

Primary Source Reading -HIPP Lowell Mill Girls (Honors)

Week 2:

Notes and Discussion: Industrialization and its impact on the United States.

American System and Economic Nationalism leading to Sectionalism (Honors)

Notes: Industrialization and the Era of Good Feelings

Discussion on the Missouri Compromise and Monroe Doctrine

Primary Source Documents HIPP - The Missouri Question

Primary Source Reading -HIPP Lowell Mill Girls (Honors)

Free Response Essay - Industrialization (Honors)

Week 3

The Power of the Vote: Election of 1824 (Honors) on Corrupt Bargain

Jacksonian Era -Notes and Discussion

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

Cartoon Analysis: To The Victor Goes the Spoils

Week 4

Jackson Banking Crisis

Second American Party System

Challenging Discrimination- Activity that ties in with Trail of Tears

Notes/Discussion: Jackson's Native American policies

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

Free Response Essay: Andrew Jackson

Unit 6: Reform Movements

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 3**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

Created by Denise Everitt 2/16/22

SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased

immigration.

Life Literacies and Key Skills

TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.5	Describe the difference between real and virtual experiences.
TECH.9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
TECH.9.4.2.IML.4	<p>Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).</p> <p>Digital communities allow for social interactions that can result in positive or negative outcomes.</p> <p>Young people can have a positive impact on the natural world in the fight against climate change.</p> <p>Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</p> <p>Information is shared or conveyed in a variety of formats and sources.</p> <p>Individuals from different cultures may have different points of view and experiences.</p> <p>An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.</p> <p>Digital tools and media resources provide access to vast stores of information that can be searched.</p> <p>Brainstorming can create new, innovative ideas.</p> <p>A variety of diverse sources, contexts, disciplines, and cultures provide valuable and necessary information that can be used for different purposes.</p>

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions

Transfer Goals

Transfer Goals

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 making societal changes will be necessary in their lifetime.

Concepts

Essential Questions

- 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?

Understandings

- 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.
- 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.

Critical Knowledge and Skills

Knowledge

Students will know:

- 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 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.

Skills

Students will be able to:

- 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
- Read charts/graphs

- Take Notes

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- 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.

School Summative Assessment Plan

Test and essay

Reform Era Project

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 – 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 & Differentiated Instruction

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

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 -

ELA -

Readings from Henry David Thoreau

Readings from Ralph Waldo Emerson

Readings pertaining to beginning of the Women's Rights Movement

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

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.

GLOBAL AWARENESS -

Addressing issues of women's rights today

Addressing issues of mental illness today as well as alcoholism and drug abuse

Learning Plan / Pacing Guide

Unit 6: Reform Movements – CP and ICR

Week 1:

- 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
- Various reform assignments on Google Classroom about Prison reform, Temperance reform, Education reform, Abolition and Women's Rights
- Create your own Utopian Society and write an essay describing it
- SEL:** Address how students are feeling when they learn about how women and Black Americans were treated in American history, especially as we get closer to Pre-Civil War and Civil War.

Week 2:

- students will take notes on Abolition and look at smartboard pictures
- Reform review chart with reading and questions
- Reform era study guide
- Jackson/Reform Movements study guide and test

Unit 6 – Reform - Honors

Week 1

Guided notes - Reform

Alternative Assessment -Modern Day Reformers (Honors)

Primary Source Document -HIPP - Walden's Pond

Primary Source Document -HIPP - Declaration of Sentiments

Week 2

Guided Notes - Abolition

Unchained Memories, Readings from the Slave Narratives. *Slave Chronicles* - writing assignment (Honors)

Primary Source Document -HIPP *Life and Times of Frederick Douglass*

Unit 7: Western Expansion

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 4**
Length: **4 weeks**
Status: **Published**

Standards

Social Studies Standards

Created by Denise Everitt 2/16/22

SOC.6.1.12.CivicsPI.3.a	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
SOC.6.1.12.CivicsDP.3.a	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women's rights, and temperance).
SOC.6.1.12.CivicsPI.3.b	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
SOC.6.1.12.CivicsDP.3.b	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.1.12.EconET.3.a	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
SOC.6.1.12.EconGE.3.a	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.GeoSV.3.a	Evaluate the impact of Western settlement on the expansion of United States political boundaries.
SOC.6.1.12.HistoryCA.3.a	Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
SOC.6.1.12.HistoryCC.3.a	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.
SOC.6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
SOC.6.1.12.HistoryUP.3.b	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.
SOC.6.1.12.HistoryCA.3.b	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increased

immigration.

Life Literacies and Key Skills

TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
TECH.9.4.2.CT	Critical Thinking and Problem-solving
TECH.9.4.2.CT.1	Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
TECH.9.4.2.CT.2	Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
TECH.9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
TECH.9.4.2.DC	Digital Citizenship
TECH.9.4.2.DC.1	Explain differences between ownership and sharing of information.
TECH.9.4.2.DC.2	Explain the importance of respecting digital content of others.
TECH.9.4.2.DC.3	Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).
TECH.9.4.2.DC.4	Compare information that should be kept private to information that might be made public.
TECH.9.4.2.DC.6	Identify respectful and responsible ways to communicate in digital environments.
TECH.9.4.2.TL	Technology Literacy
TECH.9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
TECH.9.4.2.TL.2	Create a document using a word processing application.
TECH.9.4.2.TL.4	Navigate a virtual space to build context and describe the visual content.
TECH.9.4.2.GCA	Global and Cultural Awareness
TECH.9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
TECH.9.4.2.IML	Information and Media Literacy
TECH.9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
TECH.9.4.2.IML.4	Compare and contrast the way information is shared in a variety of contexts (e.g., social, academic, athletic) (e.g., 2.2.2.MSC.5, RL.2.9).

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions

Transfer Goals

Transfer Goals

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

Concepts

Essential Questions

- 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 sectionalism reflected in the economy and social issues of the era?
- What caused individuals or groups to migrate?

Understandings

- 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.

Critical Knowledge and Skills

Knowledge

Students will know:

- 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.

Skills

Students will be able to:

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

Assessment and Resources

School Formative Assessment Plan (Other Evidence)

- Analyze music
- Analyze painting of America's Progress
- Essay
- Quizzes
- Interpret slogans and posters
- Mapping of territories
- Analyzing primary source documents
- Comparing Viewpoints: Was Reconstruction Radical?
- 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

Unit Test

Essay

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 – 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 & Differentiated Instruction

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

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 -

ELA -

Read excerpts of Civil Disobedience by Thoreau

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

American Progress Painting Analysis

APPLIED TECHNOLOGY/BUSINESS -

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 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.

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Unit 7: Westward Expansion – RC, CP and ICR

Week 1:

-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
- Westward Movement station activity
- Texas independence comic strip assignment
- Texas independence newspaper article
- Label territorial map quiz
- Mexican War webquest

Week 2:

- Notes: War with Mexico
- Gold Rush webquest - **Climate Change** - how did the Gold Rush irreparably change the west (culturally and environmentally)- how does what humans do today change different parts of the country (culturally and environmentally).
- Notes: Westward movement study guide
- Test
- America Moves West graphic organizer
- Westward Movement open notebook quiz

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.

Test and Essay

Unit 8: Pre-Civil War and Civil War

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 4**
Length: **6 weeks**
Status: **Published**

Standards

Social Studies Standards

Created by Denise Everitt 2/16/22

SOC.6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
SOC.6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
SOC.6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
SOC.6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
SOC.6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
SOC.6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

Life Literacies and Key Skills

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,
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	1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA.1	Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political, economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.IML.5	<p>Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).</p> <p>Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.</p> <p>Cultivating online reputations for employers and academia requires separating private and professional digital identities.</p> <p>Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.</p> <p>Accurate information may help in making valuable and ethical choices.</p>

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action

Transfer Goals

Transfer Goals

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 Civil War.

Concepts

Essential Questions

- 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 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?

Understandings

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

Critical Knowledge and Skills

Knowledge

Students will know:

- 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

Skills

Students will be able to:

- 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

Assessment and Resources

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

Unit Test

Essay

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 & Differentiated Instruction

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

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 -

ELA -

Analysis of Dred Scott Court Case

John Brown's Courtroom Speech

Analysis of Emancipation Proclamation

Analysis of Gettysburg Address

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

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.

GLOBAL AWARENESS -

Connect controversial issues today with that of slavery.

Learning Plan / Pacing Guide

Unit 8: Pre-Civil War and Civil War – RC, CP and ICR

Week 1:

-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

Week 2:

- 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? - **SEL** - students will respond emotionally to John Brown; the activity asks students to reconcile John Brown's actions with the evils of slavery.
- 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
- John Brown Patriot or Terrorist wanted poster & writing assignment
- Pre Civil War Superhero project and writing assignment
- The Gathering Storm posters and questions

Week 3:

- Warm up: Lincoln's objective
- Notes: North & South War Objectives notes and questions
- Choosing Sides label map
- Dr. Phil marriage counseling for the Union activity and writing assignment

- 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
- Life at War readings and questions
- 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
- Civil War webquest of important people
- Contribution of women/kids/African Americans reading with graphic organizer
- Andersonville reading with writing assignment
- Reading w/questions: Why did so many soldiers die?

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

Notes/Discussion

History vs. Math -lead in to Kansas/Nebraska Act

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

Notes/Discussion

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.

First time policies and technology in CW

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: HIPP -Emancipation Proclamation and Gettysburg Address.

Social implications of both the Emancipation and the Gettysburg Address.

America the Story of US - on technology in the CW

Impact of new technology during the Civil War

Music as a war statement: 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 then listen to music from WWI, WWII, and Vietnam. They will be comparing the meanings of the musical pieces.

Implications on the nation after President Lincoln's death

Unit 9: Reconstruction

Content Area: **Social Studies**
Course(s): **US HISTORY I**
Time Period: **Marking Period 4**
Length: **3 weeks**
Status: **Published**

Standards

Social Studies Standards

Created by Denise Everitt 2/16/22

SOC.6.1.12.CivicsPR.4.a	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
SOC.6.1.12.CivicsDP.4.a	Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African American's ability to participate in influencing governmental policies.
SOC.6.1.12.CivicsDP.4.b	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).
SOC.6.1.12.EconET.4.a	Assess the role that economics played in enabling the North and South to wage war.
SOC.6.1.12.EconNE.4.a	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
SOC.6.1.12.GeoPP.4.a	Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
SOC.6.1.12.GeoSV.4.a	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
SOC.6.1.12.HistoryCA.4.a	Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.
SOC.6.1.12.HistoryUP.4.a	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
SOC.6.1.12.HistoryCC.4.a	Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
SOC.6.1.12.HistoryUP.4.b	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.
SOC.6.1.12.HistoryCC.4.b	Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work.

Life Literacies and Life Skills

TECH.9.4.12.CI

Creativity and Innovation

TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT	Critical Thinking and Problem-solving
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.CT.4	Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.
TECH.9.4.12.DC	Digital Citizenship
TECH.9.4.12.DC.2	Compare and contrast international differences in copyright laws and ethics.
TECH.9.4.12.DC.6	Select information to post online that positively impacts personal image and future college and career opportunities.
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL	Technology Literacy
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.
TECH.9.4.12.GCA	Global and Cultural Awareness
TECH.9.4.12.IML	Information and Media Literacy
TECH.9.4.12.IML.2	Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).
TECH.9.4.12.IML.3	Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8).
TECH.9.4.12.IML.5	Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).
TECH.9.4.12.IML.6	Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).
TECH.9.4.12.IML.7	Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).
TECH.9.4.12.IML.8	Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

Social Studies Practices

SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.5	Presenting Arguments and Explanations

Transfer Goals

Transfer Goals

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

Concepts

Essential Questions

- 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 immigration 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?

Understandings

- 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.
- 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.

Critical Knowledge and Skills

Knowledge

Students will know:

- 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.

Skills

Students will be able to:

- 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.
- Read charts/graphs
- Take notes

Assessment and Resources

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

Unit Test

Essay

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 & Differentiated Instruction

Google Products

- Google Classroom - Used for daily interactions with the students covering a vast majority of different educational resources (Daily Notes, Exit Tickets, Classroom Polls, Quick Checks, Additional Resources/ Support, Homework, etc.)
- GAFE (Google Apps For Education) - Using various programs connected with Google to collaborate within the district, co-teachers, grade level partner teacher, and with students to stay connected with the content that is covered within the topic. Used to collect data in real time and see results upon completion of the assignments to allow for 21st century learning.

• One to One Student's laptop

- All students within the West Deptford School District are given a computer, allowing for 21st century learning to occur within every lesson/topic.
- Individual research, interactive websites, GoogleDocs of notes, primary sources, analysis questions

• Google Classroom, Smart Board; Smart Notebook; Link It, Kahoot, Common Lit, Interactive Maps, YouTube video clips

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 -

ELA -

Primary Source readings and Essay writing

SCIENCE -

SOCIAL STUDIES -

WORLD LANGUAGES -

VISUAL/PERFORMING ARTS -

Listening to and interpreting “Southern Man”

Listening to and interpreting “Strange Fruit”

APPLIED TECHNOLOGY/BUSINESS -

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.

GLOBAL AWARENESS -

Learning Plan / Pacing Guide

Unit 9: Reconstruction – RC, 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
- Why do we riot? Comparison of Draft Riots & Baltimore Riots 2015

-Humpty Dumpty analogy for Reconstruction assignment

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 Holiday's "Strange Fruit" and complete discussion questions - **SEL: focus** on how students are feeling in regard to the very heavy and upsetting material that is presented in this chapter about Jim Crow.

-Odd One Out-looking at different docs/pictures and explaining which doesn't belong & why

Unit 9: Reconstruction - Honors

Week 1

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

Notes/Discussion

Voices of segregation: Policies that affected African American voting

Primary Source Documents: 3 Readings from African American that testified at the Joint House and Senate Committee investigating reports of violence.

Jim Crow and its impact on a nation.

Jim crow webquest with written component at the end.

