

Shepard Preparatory High School

Curriculum Overview

US History I CP / General



Shepard Preparatory High School

8 Columba Street, Morristown NJ 07960

www.shepardschools.org

Shepard Preparatory Mission Statement:

The Shepard Prep High School mission is the enhancement of educational and social functioning of each student with an eye toward the successful reintegration into public school. This is achieved through a persistent system of positive reinforcement, feedback, counseling intervention and individualized academic instruction. Consequently, communication among students, staff, parents and the sending districts is an integral part of achieving our mission. Shepard Prep High School strives to provide the best quality education to students by stimulating the growth and development of their moral, creative, intellectual and athletic skills. Our goal is improved academic performance and behavioral changes that will allow students to return to public school setting and/or achieve success in their post-secondary placements. We believe any child, despite their presenting behavior and social background, wants acceptance, achievement, knowledge and the ability to interact with others. We strive to find the key that unlocks the individual potential of each student by providing a warm, nurturing environment so that each student's self-esteem and potential may flourish.

Course Description:

A study of United States History from the Pre-Colonial period through Reconstruction concentrating on the following themes: the European-American heritage, the Native-American heritage, African-American heritage, the role of women in American history, the Colonial Period, the American Revolution, the Constitutional Era, Jacksonian Democracy, the Reform Era, Manifest Destiny, the Civil War and Reconstruction. Multi-cultural contributions to developing American society will be stressed.

Prerequisite(s):

Modern World History

Standard 8: Technology Standards

8.1: Educational Technology: *All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.*

8.2: Technology Education, Engineering, Design, and Computational Thinking - Programming: *All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.*

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration
- x D. Digital Citizenship
- E. Research and Information Fluency
- x F. Critical thinking, problem solving, and decision making

- A. The Nature of Technology: Creativity and Innovation
- x B. Technology and Society
- C. Design
- D. Abilities for a Technological World
- E. Computational Thinking: Programming

SEL Competencies and Career Readiness, Life Literacies, and Key Skills Practices

The curricular expectation for the Standard 9: Career Readiness, Life Literacies, and Key Skills standards is infusion and integration throughout the curriculum. These are not intended to be standards for separate, stand alone lessons. The CLKS are to be incorporated into other disciplines and contexts as appropriate.

Social and Emotional Learning Core Competencies: *These competencies are identified as five interrelated sets of cognitive, affective, and behavioral capabilities*

Career Readiness, Life Literacies, and Key Skills Practices: *Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

Self-awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

- x **CLKS6** Model integrity, ethical leadership, and effective management.
- CLKS7** Plan education and career paths aligned to personal goals.

Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

- CLKS2** Attend to financial well-being.
- x **CLKS4** Demonstrate creativity and innovation.
- x **CLKS5** Utilize critical thinking to make sense of problems and persevere in solving them.
- CLKS8** Use technology to enhance productivity, increase collaboration, and communicate effectively.

Social awareness: The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.	X CLKS1 Act as a responsible and contributing community member and employee. X CLKS6 Model integrity, ethical leadership, and effective management.
Relationship skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.	X CLKS6 Model integrity, ethical leadership, and effective management. X CLKS9 Work productively in teams while using cultural global competence.
Responsible decision making: The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.	X CLKS3 Consider the environmental, social, and economic impact of decisions. X CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them. X CLKS6 Model integrity, ethical leadership, and effective management.

Course Materials

Core Instructional Materials: <i>These are the board adopted and approved materials to support the curriculum, instruction, and assessment of this course.</i>	Differentiated Resources: <i>These are teacher and department found materials, and also approved support materials that facilitate differentiation of curriculum, instruction, and assessment of this course.</i>
United States History –AGS Publishing United States History –AGS Publishing workbook United States History and Geograpy- Glencoe McGraw Hill United States History and Geograpy- Glencoe McGraw Hill supplemental materials	<ul style="list-style-type: none"> ● A History of Western Society 10th ed. (Boston: Bedford/St. Martin's, 2011). John P. McKay ● Journal of Christopher Columbus 1492 (excerpts) ● Excerpt from da Gama's journal from: http://www.fordham.edu/halsall/mod/1497degama.asp ● "England's Treasure by Forrain Trade," written in 1664 by Thomas Mun (excerpt) ● Joel Barlow, The Vision of Columbus (excerpt) ● John Noble Wilford, Mysterious History of Columbus (excerpt) ● In Defense of Columbus by Joshua Lipson ● Instructions for the Virginia Colony 1606 (excerpts) ● United States History I ● History of Virginia by John Smith 1624 (excerpts) ● John Winthrop, letter to the Puritans 1630 ● Springfield Massachusetts Laws 1630 ● Connecticut Court Ruling 1676 ● Mayflower Compact 1620 ● Sinners in the Hands of an Angry God by Jonathan Edwards 1741 (excerpt) ● Join or Die Cartoon Ben Franklin 1754 ● "Considerations...", by George Grenville (excerpt)

United States History I CP/General

- Letters From a Farmer in Pennsylvania (1767-1768) by John Dickinson
- (excerpt)
- “The Bloody Massacre.” engraving by Paul Revere
- The Journal of Nicholas Cresswell, 1774-1777 (excerpt)
- “Declaration of the Causes and Necessity of Taking up Arms,” July 5, 1775. (excerpt)
- Thomas Paine’s “Common Sense,” January 1776 (excerpts)
- The Boston-Gazette and Country Journal, a colonial newspaper, on October 7, 1765 (excerpt)
- Will Alfred, “To Mr. Secretary Conway,” Boston Gazette Supplement, January 27, 1766. (excerpt)
- John Hughes, a stamp tax collector letter to his bosses in London. (excerpt)
- Charles Inglis, “The True Interest of America Impartially Stated, 1776.”
- Anonymous writer in a Pennsylvania newspaper in 1775.
- The Plain Truth about the so-called Boston “Massacre” and “Tea Party”
- Loyalist Pages (excerpt)
- Federalist Papers (excerpts)
- Anti-federalist Position Melancton Smith, June 21, 1788
- Federalist Position Alexander Hamilton, June 21, 1788
- George Washington’s Farewell Address 1796 (excerpts)
- Loom and Spindle by Harriet Hanson Robinson 1898 (excerpt)
- The Life of Andrew Jackson by James Parton 1860 (excerpt)
- “Kick Andrew Jackson off the \$20 Bill” by Jillian Keenan (Star Ledger Article)
- Margaret Bayard, Smith, inauguration observer (Washington, DC) March 11th (1829)
- Andrew Jackson’s message explaining his veto of the National Bank, United States History I
- July 10, 1832 (excerpt)
- Andrew – Jackson’s message to Congress concerning the removal of Native Americans from east of the Appalachian Mountains, December 7, 1835 (excerpt)
- President Andrew Jackson in reference to the threatened South Carolina secession over the Tariff of 1828. (excerpt)

- Frederick Douglas 4
- 4th of July Speech 1852 (excerpt)
- Henry Highland Garnet speech, "An Address To The Slaves Of The United States" (1843) (excerpt)
- Declaration of Sentiments 1848 (excerpt)
- George Fitzhugh speech 1857 (excerpt)
- James K. Polk inaugural address 1845 (excerpt)
- Henry Clay, "Raleigh Letter" 1844 (excerpt)
- "James K. Polk" by They Might Be Giants (song)
- Wilmot Proviso 1846 (excerpt)
- John O'Sullivan, "The Great Nation of Futurity," 1839. (excerpt)
- John O'Sullivan, "Annexation," 1845. (excerpt)
- Uncle Tom's Cabin by Harriet Beecher Stowe (excerpts)
- Republican National Platform, 1860 (excerpt)
- Emancipation Proclamation 1863 (excerpts)
- Gettysburg Address 1865
- Last of the Mohicans (film)
- Amistad (clips/film)
- Guns, Germs and Steel (documentary)
- Declaration of Independence
- United States Constitution

Unit Title / Topic: Unit 1 / Exploration and Colonization

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Interdisciplinary Companion Standards (NJSLs):

New Jersey Student Learning Standards (NJSLs) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Technology Integration (NJSL 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSL 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

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

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

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

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

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

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

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Meaning

Students will understand that:

Students will understand that:

- While it is part of human behavior to categorize the things and people around us, it becomes problematic when categories are used to justify unequal treatment **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Beliefs about race have been used to create different groups and provide or deny benefits based on those beliefs **Amistad Law (N.J.S.A. 18A:35-4.43)**
- The modern conception of race came out of the economically, politically and socio-culturally motivated decisions made by the ruling classes of the North American colonies in the late 17th and early 18th centuries **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Colonization is a result of economic, social and territorial concerns and desires.
- People explore for differing motives including the desire new lands, gaining access to resources, cultural / religious ideologies & a sense of adventure
- Innovation can create new opportunities that give people additional access to travel, communication, and overall knowledge
- People move from place to place in search of new economic opportunities, the ability to own land, increased economic opportunities and a sense of adventure
- Increased population creates pockets of development due to an increased need for jobs, housing and laws.
- Early communities tend to be homogeneous and often reflect the most widespread religious and social norms of the population, illustrated through legal, political and economic practices. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- People often leave established situations in search of new opportunities, work, or personal and religious freedoms.
- People make laws to establish basic social norms, preserve freedom, and discourage deviant behaviors. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

Essential Questions:

- What is race? **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Where and why did the concept of race originate? **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Why do people colonize?
- What causes people to explore?
- How does innovation impact exploration?
- Why are political and economic rivalries essential to a nation's growth?
- Why do people move from place to place?
- What effects does increased population have on society
- What impact do social and religious beliefs have on communities and individuals **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Why do people leave established situations in search of new opportunities?
- Why is it important to have laws?

Acquisition of Knowledge & Skills

Students will know:

- The motives of the European explorers
- The perspective and influence of primary source documents
- The basic geography of the 13 colonies
- Similarities and differences among the colonial regions
- Race is a socially constructed concept: it is an idea that evolved over time and was constructed by society to further certain political and economic goals **Amistad Law (N.J.S.A. 18A:35-4.43)**
- The concept of race developed in tandem with the need to justify the profitable practice of permanent enslavement of Africans in the Americas **Amistad Law (N.J.S.A. 18A:35-4.43)**
- How slaves adapted and resisted their situation in the colonies **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Ways that Britain benefited from and controlled its colonies
- Impact of the French & Indian War on the colonial relationship

Students will be able to:

- Identify and analyze motives Europeans had for exploring the Americas
- Analyze the role of cultural bias in the creation of the historical record. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Compare the development of two different American colonial regions
- Analyze primary source documents about the colonies
- Use their analysis of primary source documents as the basis of a persuasive essay about the colonial regions
- Analyze how the political and economic relationship between Britain and its colonies changed over the time period
- Explain how British North American colonies changed the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
- Analyze how gender, property ownership, religion, and legal status affected political rights. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)** **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
- Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
- Explain the consequences to Native American groups of the loss of their land and people. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Stage 2: Acceptable Evidence

Transfer Task

Students will use their knowledge gained by exploring the website “Making Sense of Race” and examining **examples of the Virginia colony’s laws relating to slavery to analyze the effects of colonial history on the development of the concept of race. Amistad Law (N.J.S.A. 18A:35-4.43)**

Stage 3: Activities

- Students will analyze a cartoon about critical thinking and the backfire effect to prepare to have their prior beliefs challenged. (M/T)
- Students will identify key geographical features of the thirteen colonies using a variety of maps. (A/M)
- Students will discuss their prior knowledge of slavery in the United States and the world at large. (A/M) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will read excerpts of Alex Haley’s “Roots” to be used as a basis for considering the impact of their enslavement on Africans. (A/M) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will read and analyze the story of Anthony Johnson, a 17th century indentured servant born in Africa, to understand the way race was constructed over time in the British colonies. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will analyze colonial slave laws and evaluate their role in the creation of the concept of race. (A/M) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Teacher will lead an inquiry-based discussion on British colonization and mercantilism.(A)
- Students will compare the geography, economy, society and cultures of the different colonial regions. (A/M)
- Students will examine the life story of Thomas(in) Hall, an intersex gender-nonconforming colonist in Virginia, to illustrate how there was very little room for difference in the social structure of the English colonies (A/M) **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Students will evaluate the decisions of different groups participating in the French and Indian War. (A/M) **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T) **Amistad Law (N.J.S.A. 18A:35-4.43)**

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> ● United States History –AGS Publishing ● United States History –AGS Publishing workbook ● United States History and Geograpy- Glencoe McGraw Hill ● United States History and Geograpy- Glencoe McGraw Hill supplemental materials 	<ul style="list-style-type: none"> ● A People’s History of the United States (Howard Zinn) ● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review) ● Digital History (University of Houston) ● The Gilder Lehrman Institute of American History ● EdSitement (website) ● Reading Like a Historian ● History Alive ● Guns, Germs, and Steel (documentary clips) ● New Visions for Social Studies ● Women & The American Story (website) ● Letter from Columbus to Queen Isabella and King Ferdinand ● Diary of Bartolomé de las Casas (writer/priest traveling with Columbus) ● Captain John Smith, History of Virginia 1624 ● Bacon’s “Manifesto,” justifying his rebellion against Virginia Governor Berkeley in 1676

- "City upon a Hill" excerpt from John Winthrop's sermon, 1630
- Ship's List of Emigrants Bound for New England, John Porter, Deputy Clerk to Edward Thoroughgood Weymouth, the 20th of March, 1635
- Articles of Agreement, Springfield, Massachusetts, 1636
- Native American speeches by Miantonomo, Metacom, Powhatan

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Struggling Learners in CP and Learners in the General Curriculum)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the

<ul style="list-style-type: none"> ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<ul style="list-style-type: none"> ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with a pre-selected partner, revise and edit with a teacher 	<p>teacher suggestions.</p> <ul style="list-style-type: none"> ● Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners.

- Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....."

Unit Title / Topic: Unit 2 / Road to Revolution

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

6.1.12.CivicsPI.1.a: Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism. **Amistad Law (N.J.S.A. 18A:35-4.43)**

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). **Amistad Law (N.J.S.A. 18A:35-4.43)**

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. **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a) Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**

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.

Interdisciplinary Companion Standards (NJSLs):

New Jersey Student Learning Standards (NJSLs) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Technology Integration (NJSL 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSL 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

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

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

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

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

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

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

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Meaning

Students will understand that:

- People seek self-governance in order that they may make political and economic decisions driven by their individual and societal beliefs and values..
- A revolution is any social, military or intellectual movement that drastically changes the political, social or economic landscape of the existing society.
- A nation may gain its sovereignty through some form of military action or military mobilization. The continued strength of the military in a post war environment often impacts the long term solvency of the nation.
- Revolutionary soldiers included women and LGBTQAI+ individuals, subverting assumptions of hyper-masculinity in association with military service. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Nationalism when occurring in moderation can often provide positive results within the nation. However, when the movement occurs in excess, the results can often engulf a nation, often having negative outcomes.
- The degree to which the American war for independence changed the political, social, and/or economic landscape of the United States is open to interpretation. **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Essential Questions:

- Why and how do people seek self-governance?
- What defines a revolution?
- What is required to achieve victory in war?
- What role does the military play in a nation's birth and development and how might stereotypical notions of a military identity be narrower than the reality? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- To what extent does nationalism strengthen and/or weaken a nation?
- Should the American war for independence be considered a revolution? **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Acquisition of Knowledge & Skills

Students will know:

- The British policies from the Proclamation of 1763 through the Intolerable Acts
- American response to British policies from the Stamp Act Congress through the First Continental Congress
- Key arguments made by Loyalists about why America should remain part of the British empire
- Key actors and battles of the Revolutionary War
- The advantages and disadvantages of America and Britain at the onset of the Revolutionary war
- The main arguments for independence in key historical documents
- The factors that led America to win the war despite its disadvantages
- The effects of the Revolutionary War on American society **Amistad Law (N.J.S.A. 18A:35-4.43)**

Students will be able to:

- Explain why some colonists felt Britain's tax policy was unfair and how they responded to those policies
- Analyze how and why unrest escalated between Britain and the colonies in the period prior to the American Revolution
- Analyze events of colonial rebellion from a variety of perspectives
- Create propaganda related to colonial independence from a Loyalist or Patriot perspective
- Evaluate arguments for and against colonial independence
- Analyze how race, gender, property ownership, religion, and legal status affected political rights. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Evaluate the strengths and weaknesses of the colonies and Great Britain during various stages of the Revolutionary War
- Analyze key passages from the Declaration of Independence **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Analyze historical artworks in order to learn about important historical events
- Analyze and synthesize primary and secondary source documents about the Continental Army's experience at Valley Forge
- Evaluate the degree to which Revolutionary ideals were carried out in the wake of the war **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Analyze and predict the effects of the Revolutionary War on American government and society **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Stage 2: Acceptable Evidence

Transfer Task

Students will apply their understanding of propaganda that they gained by creating Loyalist/Patriot propaganda posters to analyze and interpret examples of contemporary political propaganda.

Stage 3: Activities

- Teacher will lead anticipatory set which challenges students to describe the core issues surrounding the French & Indian War (A)
- Working in groups, students will complete questions that identify how the French and Indian War changed the relationship between Britain and its colonies and started them on the path toward war. Students will share/compare responses with other groups in order to speculate what conflicts may eventually occur between England and the colonies due to this conflict. (A/M/T)
- Students will participate in a classroom debate regarding the responsibility of the war debt accumulated by Britain during the French & Indian war and determine which party bears the most responsibility for the debt (A/M)
- Students will participate in an experiential activity in which they are “unfairly taxed” for their use of photocopied materials to help them understand the arguments behind the patriot cry of “no taxation without representation.” (M/T)
- Students will examine nine events that occurred between 1763 and 1775 in order to evaluate the causes of the Revolutionary War. (A/M)
- Students will analyze events of colonial rebellion from a variety of perspectives. (A/M)
- Students will watch clips from the John Adams series that highlights the unrest in Boston during the revolutionary period. (A)
- Students will view portions of both “Last of the Mohicans” cinematic versions from 1992 and 1939 to examine stereotypes and perceptions of the British, colonists and Native Americans throughout the decades. (A/M/T) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will participate in their own Continental Congress, assuming the roles of each state and debating the topic of possible independence. (A/M/T)
- Students will write a newspaper editorial about a colonial act of rebellion from a particular perspective. (M/T)
- Students will create propaganda from the perspective of a particular Loyalist or Patriot. (M) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will participate in a Town Meeting about colonial independence where they will present the perspective of a particular Loyalist or Patriot in order to persuade a panel of neutral colonists to their position. (A/M/T) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will write a dialogue between a Loyalist and Patriot that presents arguments for and against colonial independence.(M/T)
- Students will read excerpts from Thomas Paine’s, “Common Sense” and answer questions. (A/M)
- Students will in a group setting write a “Mock” petition to the British government outlining the key objections and complaints regarding recent British policies. (M/T)
- Students will analyze various paintings depicting scenes from the Revolutionary War. (A/M) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will analyze passages from the Declaration of Independence. (A/M)
- Teacher will lead interactive PowerPoint identifying the key events associated with the American Revolution. Students will use an accompanying graphic organizer for guidance. Organizer will focus on essential questions (A/M)
- Students will watch clips from the series, “America: The Story of Us,” and identify themes consistent with what has been discussed in class. (A/M)
- Based upon their notes and textbook readings, SW individually create a graphic organizer identifying and comparing the advantages and disadvantages of the Continental and British armies upon the onset of the American Revolution. Upon completion of this assignment, SW identify what they anticipate will be the expected outcome of the Revolutionary war based upon the strengths and weaknesses of the 2 armies (A/M)
- Students will discuss the economic, governmental and military challenges facing the Colonists upon entering the war (A/M)
- Students will analyze primary and secondary sources describing the winter at Valley Forge in order to evaluate soldier’s motives for quitting or fighting on.
- Via Handouts and Powerpoint, students will view various pieces of Colonial war propaganda and through the identification of evidence from the propaganda piece, will explain what message is being conveyed (A/M)
- Students will complete notes and transfer chart identifying the effects of the Revolutionary War on different population groups such as Loyalists, women, African Americans, Native Americans (A/M) Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

- Students will analyze primary documents from both patriots and loyalists and write a short essay response on the positives and negatives of being both a patriot and loyalist. (A/M/T)
- Students will analyze primary and secondary documents regarding the Continental Army’s experience at Valley Forge, including the story of Baron Friedrich von Steuben, an openly gay Prussian military expert hired by Washington to help train the troops, in order to answer a DBQ about perseverance in the face of dire circumstances. [Persons with Disabilities/LGBTQ \(N.J.S.A. 18A:35-4.35\)](#)
- Teacher will lead a discussion regarding the impact of a successful war effort vs. a failing war effort in terms of changing the international perception of the colonies. Using this information, in groups students will write what they believe would have been the international impact regarding the USA if they had lost the war (A/M/T)
- Students will create a peace treaty for after the war. They will have to discuss territorial boundaries as well as what to do about enslaved people and Native Americans. (M/T) [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#) [Diversity & Inclusion \(N.J.S.A. 18A:35-4.36a\)](#)
- Students will complete a DBQ by examining a series of documents and use outside information to answer the question: “Were the Colonists justified in rebelling against the British?”(A/M/T)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> ● United States History –AGS Publishing ● United States History –AGS Publishing workbook ● United States History and Geograpy- Glencoe McGraw Hill ● United States History and Geograpy- Glencoe McGraw Hill supplemental materials 	<ul style="list-style-type: none"> ● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review) ● Digital History (University of Houston) ● The Gilder Lehrman Institute of American History ● EdSitement (website) ● Reading Like a Historian ● History Alive ● Hamilton Soundtrack (excerpts) ● Last of the Mohicans (clips) ● New Visions for Social Studies ● Paul Revere’s Depiction of the landing of British troops in Boston, 1768: ● Thomas Preston, Account of the Boston Massacre ● Paul Revere’s Depiction of The Boston Massacre, 1770 ● A Short Narrative of the Horrid Massacre in Boston. Printed by Order of the Town of Boston. Re-published with Notes and Illustrations by John Doggett, Jr., (New York, 1849), ● Boston Gazette and Country Journal, Monday March 12, 1770 ● Thomas Paine, Common Sense (1776) ● Abigail Adams, “Remember the ladies...” letter (1776)

- Declaration of Independence (1776)
- Petition from Enslaved People... (1777)
- Chickasaw message to Congress (1783)
- Excerpts from *A Narrative of the Adventures, Dangers, and Sufferings of a Revolutionary War Soldier* by Joseph Plumb Martin (1830)
- Washington Crossing the Delaware (1851)

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be

<ul style="list-style-type: none"> ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<ul style="list-style-type: none"> ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, the teacher will begin SSR with the reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with a pre-selected partner, revise and edit with a teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....." 	<p>added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity.</p> <ul style="list-style-type: none"> ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encouraged to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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Unit Title / Topic: Unit 3 / Creating an American Government

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLS) for Social Studies:

- 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. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 6.1.12.GeoPP.2.a: Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 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. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.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). [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#) [Diversity & Inclusion \(N.J.S.A. 18A:35-4.36a\)](#)
- 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. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 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). [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#) [Diversity & Inclusion \(N.J.S.A. 18A:35-4.36a\)](#)
- 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. [Diversity & Inclusion \(N.J.S.A. 18A:35-4.36a\)](#)

Interdisciplinary Companion Standards (NJSLs):

New Jersey Student Learning Standards (NJSLs) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Technology Integration (NJSL 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSL 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

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

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

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

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

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

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

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Meaning

Students will understand that:

Students will understand that:

- Good government understands the basic correlation between power, authority and legitimacy and manages to establish a balance between those concepts.
- Society has always grappled with the concept of “higher law,” by which colonists felt they were entitled to certain “natural rights.” vs. governmental laws, which are created to address societal norms and issues.
- Effective leadership is the ability to lead individuals and nations through difficult periods of decline and the ability to sustain periods of growth and prosperity. Often successful historical leaders demonstrate contrasting leadership traits and yet are successful.
- Historical failures often expose flaws in technology, strategy or society, leading to solutions that if followed often result in correction and success.
- Traditionally society craves stability and consistency; making risk taking in politics a scenario that can yield huge rewards if successful, and negative consequences if ineffective.

Essential Questions:

- What is a good government?
- Is law man-made or implicit through birth?
- What is effective leadership?
- How responsive should the government be to public opinion?
- What do we learn from our failures?
- Is risk taking in politics encouraged and rewarded?
- How much power should the government have?

Acquisition of Knowledge & Skills

Students will know:

- The United States' new government reflected republican ideals.
- States were wary to have a strong central government in fear of another monarchy.
- The first draft of the Constitution was called the Articles of Confederation.
- The Articles limited power of the national government.
- During the mid-1780s tensions grew between the United States and Great Britain and Spain.
- The weaknesses of the Articles of Confederation led to the drafting and ratification of the US Constitution.
- The Constitution was created out of compromises between large and small states and between northern and southern states. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Federalists and Antifederalists were two political groups who debated the ratification of the Constitution.
- How separation of powers, checks and powers, and the federalist system were intended to guard against tyranny.
- The qualifications and powers of the three branches of government.
- The US Constitution was ratified, but not before Anti-Federalists added the Bill of Rights/the first ten amendments of the US Constitution.

Students will be able to:

- Explain how the state's' new constitutions reflected republican ideas
- Describe the structure and powers of the national government under the Articles of Confederation.
- Summarize the Congress's plan for the settlement and governance of western lands.
- Evaluate the strengths and weaknesses of the Articles.
- Understand the reasons leaders called for the Constitutional Convention.
- Evaluate the compromises made in order to reach agreement on the Constitution. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Support or argue against decisions made regarding the ratification of the Constitution.
- Describe how the constitution was ratified.
- Evaluate the principles of the Constitution.
- Describe the basic structure and functions of the U.S. government
- Evaluate the utility and fairness of the Electoral College
- Analyze how the Bill of Rights protects individual liberty **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Analyze how and the degree to which the Constitution guards against tyranny

Stage 2: Acceptable Evidence

Transfer Task

Students will research a Supreme Court case that deals with one of the Bill of Rights and explain how the case has impacted society today.

Stage 3: Activities

- Students will analyze and evaluate key features of the Articles of Confederation. (A/M)
- Students will work in groups to try to compromise over the controversial features of the Constitution. (A/M/T) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will use the text of the Constitution to identify the key qualifications and powers of the three branches of federal government. (A)
- Students will identify and define six “big ideas” contained in the U.S. Constitution. They will then examine primary sources to identify their relationship to its central ideas and debate the core constitutional principles as they relate to today's political issues. (A/M/T)
- Students will read constitutional amendments and use the information to evaluate laws and actions, especially relating to school laws. (A/M/T)
- Students will research a Supreme Court case that deals with one of the Bill of Rights and explain how the case has impacted society today. (A/M/T)
- Students will analyze contemporary electoral maps in order to evaluate the utility and fairness of the Electoral College. (A/M/T)
- Students will evaluate arguments for and against ratification of the Constitution. (A/M)
- Students will apply the Bill of Rights to various hypothetical scenarios where their rights might be violated. (A/M/T)
- Students will analyze and synthesize a variety of primary and secondary sources in a DBQ about how the Constitution was designed to guard against tyranny. (A/M)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> ● United States History –AGS Publishing ● United States History –AGS Publishing workbook ● United States History and Geography- Glencoe McGraw Hill ● United States History and Geography- Glencoe McGraw Hill supplemental materials 	<ul style="list-style-type: none"> ● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review) ● Digital History (University of Houston) ● The Gilder Lehrman Institute of American History ● EdSitement (website) ● Reading Like a Historian ● History Alive ● Hamilton Soundtrack (excerpts) ● Articles of Confederation ● United States Constitution/Bill of Rights ● Political Cartoons (Embargo Act 1807) ● Federalist Papers (excerpts)

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer

<ul style="list-style-type: none"> ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources:</p> <ul style="list-style-type: none"> ● 20 strategies to Support EAL Children ● What English- Language Learners Wish Teachers Knew - Education Week ● A Starting Point: Tips and resources for working with ESL newcomers 	<ul style="list-style-type: none"> ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....." 	<p>SSR will be offered.</p> <ul style="list-style-type: none"> ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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Unit Title / Topic: Unit 4 / The New Republic

Unit Duration: 6 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
- 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. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- 6.1.12.A.2.d: Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
- 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. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- 6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
- 6.1.12.HistoryUP.2.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. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- 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). **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Interdisciplinary Companion Standards (NJSLs):

New Jersey Student Learning Standards (NJSLs) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information, and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
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WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Technology Integration (NJSLS 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSLS 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

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

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

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

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

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

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

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Meaning

Students will understand that:

Students will understand that:

- A country achieves legitimacy in the eyes of other countries and its own citizens when it demonstrates political, economic, and social stability.
- Effective leadership is the ability to lead individuals and nations through difficult periods of decline and the ability to sustain periods of growth and prosperity. Often successful historical leaders demonstrate contrasting leadership traits and yet are successful.
- Contrasting ideas regarding politics, society, and economics are a foundational component of society. Thus like minded individuals will often congregate in order to forward their shared beliefs in the society in which they live. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Historical failures often expose flaws in technology, strategy or society, leading to solutions that if followed often result in correction and success.
- Traditionally society craves stability and consistency; making risk taking in politics a scenario that can yield huge rewards if successful, and negative consequences if ineffective.

Essential Questions:

- How does a country achieve legitimacy?
- What is effective leadership?
- Are factions an inevitable part of government?
- How responsive should the government be to public opinion?
- What do we learn from our failures?
- Is risk taking in politics encouraged and rewarded?

Acquisition of Knowledge & Skills

Students will know:

- Two parties that emerged during Washington's administration were the Federalists and the Democratic Republicans.
- Washington was against political parties by the end of his presidency and expressed these notions during his farewell address.
- The Whiskey Rebellion was the first challenge to Washington's authority and the authority of the new Federal government.
- John Adams' presidency was characterized by the XYZ Affair and the Alien and Sedition Acts.
- The Alien and Sedition Acts were harshly criticized by many and were seen as trampling on the first amendment of the US Constitution.
- The Kentucky and Virginia Resolutions were Jefferson and Madison's responses to the Alien and Sedition Acts. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Thomas Jefferson's presidential win of 1800 spelled the end of the Federalist party.
- The Judiciary Act of 1789 gave the Court power to require federal officials to perform their official duties.
- Marbury v. Madison set the precedent that the Supreme Court has the power to declare an act of Congress unconstitutional.
- The Louisiana Purchase was approved in December 1803 and gave the US the Louisiana Territory. **Amistad Law (N.J.S.A. 18A:35-4.43)**

Students will be able to:

- Identify the challenges facing the new country and its fledgling government
- Compare the political philosophies of Alexander Hamilton's Federalist Party and Thomas Jefferson's Democratic-Republican Party
- Evaluate Washington's domestic and foreign policies
- Compare Adams' foreign policies to Washington's
- Explain the importance and challenges of a peaceful transition of power
- Understand the complexity of the judicial branch's power of interpreting laws
- Evaluate the consistency of Jefferson's beliefs before his presidency and actions during it **Amistad Law (N.J.S.A. 18A:35-4.43)**

Stage 2: Acceptable Evidence**Transfer Task**

Students will compare the historical controversy over the Alien and Sedition Acts to a contemporary controversy that reflects the tension between national security and individual liberty (e.g., the Patriot Act, the use of drones, the investigation into Russian interference in the election of 2016)

Stage 3: Activities

- Teacher will lead an inquiry-based discussion of the crisis of legitimacy facing the United States at the onset of Washington’s presidency. (A)
- Students will analyze songs from the “Hamilton” musical dealing with the topics of:
 - Hamilton’s biography
 - Hamilton’s disagreements with Jefferson over economic and foreign policy **Amistad Law (N.J.S.A. 18A:35-4.43)**
 - Washington choosing not to seek re-election in 1796
 - The election of 1800 (A/M)
- Students will work in groups to create posters that illustrate the political philosophies of Hamilton and Jefferson without the use of words. (A/M)
- Students will assume the role of George Washington and come up with a plan to settle regional disputes, such as the Whiskey Rebellion. (M)
- Students will analyze excerpts from Washington’s farewell address. (A/M)
- Students will evaluate President Adams’ ability to deal with policy crises by analyzing the XYZ Affair, the Alien and Sedition Acts, and the Virginia and Kentucky Resolutions. (A/M) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will create a twitter war that discusses the disputes over Marbury v. Madison. (M)
- Students will complete a DBQ evaluating the degree to which Jefferson as president remained consistent with his Democratic-Republican ideologies. (A/M)
- Students will analyze a current events article and connect it to key themes and concepts from the unit.(A/M/T)

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> ● United States History –AGS Publishing ● United States History –AGS Publishing workbook ● United States History and Geography- Glencoe McGraw Hill ● United States History and Geography- Glencoe McGraw Hill supplemental materials 	<ul style="list-style-type: none"> ● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review) ● Digital History (University of Houston) ● The Gilder Lehrman Institute of American History ● EdSitement (website) ● Reading Like a Historian ● History Alive ● Hamilton Soundtrack (excerpts) ● John Adams HBO Series (clips) ● New Visions for Social Studies ● Alien and Sedition Acts (excerpts) ● Washington’s Farewell Address (excerpts) ● Political Cartoon Embargo Act

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom websites for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to

<ul style="list-style-type: none"> ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<p>will be defined and explained in detail.</p> <ul style="list-style-type: none"> ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....." 	<p>create their own questions and pose them to the class at the close of the activity.</p> <ul style="list-style-type: none"> ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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Unit Title / Topic: Unit 5 / Nationalism, Sectionalism,
Industrialization

Unit Duration: 4 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSLs) for Social Studies:

- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.
- 6.1.12.CivicsPI.3.a: Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.
- 6.1.12.CivicsPI.3.b: Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.CivicsDP.3.b: Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 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. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- 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. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- 6.1.12.GeoSV.3.a: Evaluate the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.EconEM.2.b: Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
- 6.1.12.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. **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- 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. **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- 6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.
- 6.1.12.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. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- 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). **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- 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. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- 6.1.12.HistoryCA.2.a: Research multiple perspectives to explain the struggle to create an American identity.
- 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.

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- RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

United States History I CP/General

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

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- F. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- G. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- H. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- I. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- J. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- G. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- H. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- I. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- J. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- K. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- L. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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Technology Integration (NJSL 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSL 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

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

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9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Meaning

Students will understand that:

Students will understand that:

- Governmental action is often a reflection of the wants and desires of the majority within a given society. However, the majority may reflect emotion and rash impulsive decision-making.
- Innovation can transform society by providing the means to increase economic production, alter social beliefs and practices and change political policy. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Changing economic conditions often create practices that benefit certain social groups at the expense of other social or cultural groups creating inequity.
- Compromise though a vital part of politics and society; is often hard to achieve due to varying economic, political and social beliefs.

Essential Questions:

- Can political and social pressures force the government to act?
- How does innovation impact society? Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- How do economic conditions impact social inequality? Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Do deep rooted social and political issues make compromise impossible?

Acquisition of Knowledge & Skills

Students will know:

- The War of 1812 was caused by British attempts to restrict U.S. trade, the Royal Navy's impressment of American seamen and America's desire to expand its territory.
- Developments in technology began to transform life in the United States in the early 1800s. **Amistad Law (N.J.S.A. 18A:35-4.43)** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- New methods of transporting and manufacturing goods changed the way people lived and worked. **Amistad Law (N.J.S.A. 18A:35-4.43)** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- The Industrial Revolution changed the nation's economy, culture, social life and politics. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- The American System was a federal program designed to stimulate the economy with internal improvements and create a self-sufficient nation.
- Protective tariffs promoted economic development at the cost of sectionalism. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- The Canal and Railway systems promoted growth in the Old Northwest.
- Industry flourished in the North, while the South remained an agriculture-based economy. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Immigration from both Ireland and Germany increased the number of unskilled laborers available for factory work in the North. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Nationalism is the glorification of a nation.
- Following the War of 1812 nationalism swept the nation in what would be called the, "Era of Good Feelings."

Students will be able to:

- Summarize the key developments of the transportation revolution of the early 1800s.
- Analyze the rise of industry in the United States in the early 1800s
- Describe some of the leading inventions and industrial developments in the early 1800s.
- Evaluate the significance of the cotton gin on the growth of slavery in the South. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Analyze why industrialization took root in the northern part of the United States.
- Describe the impact of industrialization on northern life. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Analyze the reasons that agriculture and slavery became entrenched in the South. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Evaluate the causes and effects of nationalism and domestic policy during the years following the War of 1812.
- Analyze the ways in which nationalism was reflected in American culture during the Era of Good Feelings and beyond.
- Recognize the impact of nationalism on the nation's foreign policy.
- Summarize the struggle over the issue over slavery as the nation grew. **Amistad Law (N.J.S.A. 18A:35-4.43)**

Stage 2: Acceptable Evidence

Transfer Task

After analyzing pieces of nationalist-themed art from the 1800s (e.g., Hudson River School paintings), students create a nationalist or sectionalist themed drawing or poem.

Stage 3: Activities

- Teacher will lead an inquiry-based discussion about the effects of the War of 1812 including the rise of industry and the market-based economy in the U.S. (A)
- Students will participate in a factory system role play. (M)
- Students will complete a DBQ about the experiences of female factory workers during early industrialization. (A/M) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will analyze examples of nationalist visual art from the early 1800s. (M)
- Students will analyze examples of nationalist foreign policy during the early 1800s, including excerpts from the Monroe Doctrine. (A/M)
- Students will role play attempting to compromise over sectionalist issues of the early 1800s. (A/M)
- Students will analyze maps of the Missouri Compromise. (A) Amistad Law (N.J.S.A. 18A:35-4.43)
- Students will create a drawing or cartoon that exemplifies contemporary nationalist or sectionalist themes. (T)
- Students will analyze a current events article and connect it to key themes and concepts from the unit. (A/M/T)

Reference Materials

Primary	Secondary
<ul style="list-style-type: none">● United States History –AGS Publishing● United States History –AGS Publishing workbook● United States History and Geography- Glencoe McGraw Hill● United States History and Geography- Glencoe McGraw Hill supplemental materials	<ul style="list-style-type: none">● Textbook: United States History, Pearson Educational, Inc., 2010.● United States History (AP Review)● Digital History (University of Houston)● The Gilder Lehrman Institute of American History● EdSitement (website)● Reading Like a Historian● History Alive● New Visions for Social Studies● Detail from a geological and agricultural survey of the district adjoining the Erie Canal by Jodi Norman for the Colonial Williamsburg Foundation● Monroe Doctrine 1823● Lowell Girls Primary Source Analysis (excerpts)● Nationalist Art (Hudson River School)

Accommodations and Modifications	

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer

<ul style="list-style-type: none"> ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<ul style="list-style-type: none"> ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....." 	<p>SSR will be offered.</p> <ul style="list-style-type: none"> ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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Unit Title / Topic: Unit 6 / Antebellum America

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for Social Studies:

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). **Amistad Law (N.J.S.A. 18A:35-4.43)**

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). **Amistad Law (N.J.S.A. 18A:35-4.43)** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

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. **Amistad Law (N.J.S.A. 18A:35-4.43)** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

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. **Amistad Law (N.J.S.A. 18A:35-4.43)**

6.1.12.EconNE.3.a: Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens. **Amistad Law (N.J.S.A. 18A:35-4.43)** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

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. **Amistad Law (N.J.S.A. 18A:35-4.43)** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. **Amistad Law (N.J.S.A. 18A:35-4.43)** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Interdisciplinary Companion Standards (NJSL):

New Jersey Student Learning Standards (NJSL) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
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9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Meaning

Students will understand that:

Students will understand that:

- Effective leadership is the ability to lead individuals and nations through difficult periods of decline and the ability to sustain periods of growth and prosperity.
- Presidential popularity and electability are often a byproduct of external economic, social and political conditions.
- Democracy is based on freedom, informed participation, equal protection under the law, majority rule, and protection of minority rights.
- Societal reform may be motivated by reactions to a period of major technological change, and are rooted in a belief in human perfectibility.
- Individuals can influence the government through linkage institutions such as elections and the media.
- Socially constructed norms about identity, including race and gender, can be used to create hierarchies that keep certain identities in and out of power **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)
- Americans have tended to define equality in terms of equality of opportunity as opposed to equality of outcomes, and there is a lack of consensus with regard to how to evaluate equality in American society. **Amistad Law (N.J.S.A. 18A:35-4.43)**
Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

Essential Questions:

- What makes an effective leader?
- On what basis do American citizens choose their leaders?
- What are the necessary components to a functioning democracy?
- What are the impulses behind societal reform?
- Can political and social pressures force the government to act?
- How can individuals help to achieve political and societal change?
Amistad Law (N.J.S.A. 18A:35-4.43)
Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- What is equality and how equal should American society be? **Amistad Law (N.J.S.A. 18A:35-4.43)**
Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- How do societal norms affect the construction and representation of identity? **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)

Acquisition of Knowledge & Skills

Students will know:

- Suffrage is the right to vote.
- The effort to expand suffrage during the “age of Jackson” was a fierce struggle between those who favored it and those who opposed what they saw as a dangerous expansion of democracy. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- The bank system was accused of protecting elites, but also regulated disastrous banking processes.
- Popular elections led to the concepts of patronage and spoils system.
- The presidency became more deliberately powerful during this period.
- The third instance of nullification foreshadowed future issues with respect to state rights and secession. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- The nature of the union was being debated during this period by sectional factions. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Jackson believed that the union must be preserved at any cost.
- Indian Removal was the result of a series of decisions that promoted extreme hardships on the native populations. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Jacksons’ economic policies, while designed to protect the people, may have caused an economic panic and subsequent depression. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- American growth, industrialization, a shift to a market-based economy, and the subsequent rise of the middle class helped bring about 19th century reform movements. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- The Second Great Awakening was a rebirth of religion in the United States.
- Preachers of the Second Great Awakening were known as revivalists.
- Transcendentalism was a philosophical movement based on finding spiritual reality through nature and consciousness of self.
- During the early 1800s many began to put their religious ideals into practice by working to reform parts of American life. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Reformers set out to improve the lives of children, prisoners, the

Students will be able to:

- Evaluate the arguments for and against expanding suffrage in the 1800s. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.
- Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- Recognize the political changes brought about by Jackson during his two terms in office, including more democratic modes of electing the president, the "spoils system," and the increased use of the presidential veto.
- Evaluate Jackson's economic vision for the United States and why Jackson felt that corporations and the Bank of the United States posed a threat to this vision.
- Analyze arguments for and against the Indian Removal Act. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Evaluate Jackson’s fitness as a role model for modern presidents.
- Analyze how changes in 19th century American society led to different reform movements. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Analyze the effects of religion on reform movements of the early 1800s.
- Describe the Second Great Awakening.
- Describe the public school movement. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Evaluate the effectiveness of various reform movements in the early 1800s, including movements to improve the treatment of children and adults with physical and mental disabilities. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Describe the social system of the antebellum South. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Describe the lives of enslaved and free African Americans. **Amistad Law (N.J.S.A. 18A:35-4.43)**

mentally ill, women and slaves. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

- Those who worked to end slavery were called abolitionists. Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Many southerners defended the institution of slavery for both personal and economic reasons. Amistad Law (N.J.S.A. 18A:35-4.43)
- The Women's Movement during the early to mid 1800s was a period characterized by women working for greater rights. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- The Seneca Falls Convention was the first women's rights meeting.
- While American women have made great strides toward political, social, and economic equality, some data suggests that women have not achieved complete parity with men. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

- Identify the leaders and tactics of the abolition movement. Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Evaluate the different positions on those who favored slavery as opposed to those who were against it. Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Identify the limits faced by American women in the early 1800s
- Explain the development of the women's movement. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Evaluate the importance of the Seneca Falls Convention. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Determine whether or not women still face discrimination in today's society. Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

Stage 2: Acceptable Evidence

Transfer Task

Students will create a mock Facebook page for an assigned reformer that utilizes that particular social media platform in order to communicate his/her ideas about the challenges faced by antebellum American society, what should be done to address those challenges, and the obstacles in the way of achieving reform.

Stage 3: Activities

- Teacher will lead an inquiry-based discussion about the characteristics of democracy, democratic reforms during the “age of Jackson,” and the elections of 1824 and 1828. (A)
- Students will analyze and evaluate primary and secondary source documents arguing for and against the expansion of suffrage during the “age of Jackson.” (A/M)
- Students will analyze primary and secondary source material representing different perspectives on the removal of Native Americans from the Southeastern U.S. (A/M) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will write a brief essay evaluating whether Jackson is a suitable role model for modern presidents. (A/M/T) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will create a mock Facebook page for an assigned antebellum reformer. (A/M/T) Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will analyze charts, maps, graphs and illustrations regarding the social system of the antebellum South. (A) Amistad Law (N.J.S.A. 18A:35-4.43)
- Students will analyze pro- and anti-slavery propaganda. (A/M) Amistad Law (N.J.S.A. 18A:35-4.43)
- Students will watch excerpts from the movie “12 Years a Slave” in order to better understand the lives of enslaved African-Americans during the antebellum period. (A) Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Teacher will lead an inquiry-based discussion about gender roles, the Cult of Domesticity and the Doctrine of Separate Spheres. (A) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will work in groups to evaluate the degree to which the American women's movement has achieved certain goals set at the Seneca Falls Convention. (M/T) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will analyze a current events article and connect it to key themes and concepts from the unit. (A/M/T) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)
- Students will design their own social reform promotion/action. (M/T) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> ● United States History –AGS Publishing ● United States History –AGS Publishing workbook ● United States History and Geography- Glencoe McGraw Hill ● United States History and Geography- Glencoe McGraw Hill supplemental materials 	<ul style="list-style-type: none"> ● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review) ● Digital History (University of Houston) ● The Gilder Lehrman Institute of American History ● EdSitement (website) ● Reading Like a Historian ● History Alive ● “12 Years a Slave” (excerpts)

- New Visions for Social Studies
- Political cartoons about Andrew Jackson (King Andrew, “father” of the Native Americans)
- Pro- and anti-slavery propaganda images
- Excerpts from abolitionist documents by Maria Stewart, David Walker, Angelina Grimke, Frederick Douglass
- Excerpt from pro- and anti- women’s rights documents by Catharine Beecher, Angelina Grimke
- Declaration of Sentiments

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom website for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre-selected to support struggling learners. Activities will include exemplars and graphic organizers. 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added.

<ul style="list-style-type: none"> ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<ul style="list-style-type: none"> ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I thought.....Now I feel....." 	<p>Students will be encouraged to create their own questions and pose them to the class at the close of the activity.</p> <ul style="list-style-type: none"> ● Silent Sustained Reading (SSR) with Critical Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered. ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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Unit Title / Topic: Unit 7 / Civil War and Reconstruction

Unit Duration: 5 weeks

Stage 1: Desired Results

Established Goals:

New Jersey Student Learning Standards (NJSL) for Social Studies:

- 6.1.12.CivicsDP.4.a: Compare and contrast historians' interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans' ability to participate in influencing governmental policies. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 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). [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 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. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 6.1.12.GeoSV.4.a: Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.
- 6.1.12.GeoPP.4.a: Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.EconET.4.a: Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.EconNE.4.a: Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.
- 6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.
- 6.1.12.HistoryUP.4.a: Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 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. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- 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. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)

Interdisciplinary Companion Standards (NJSL):

New Jersey Student Learning Standards (NJSL) for Literacy:

RH.9-10.1. Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.

RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.

RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

RH.9-10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

- A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

- C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- F. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6 Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Technology Integration (NJSL 8):

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

21st Century Skills Integration (NJSL 9) & Career Ready Practices:

CLKS1 Act as a responsible and contributing community member and employee.

CLKS3 Consider the environmental, social and economic impacts of decisions.

CLKS4 Demonstrate creativity and innovation.

CLKS5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKS6 Model integrity, ethical leadership and effective management.

CLKS7 Plan education and career paths aligned to personal goals.

CLKS8 Use technology to enhance productivity, increase collaboration and communicate effectively.

CLKS9 Work productively in teams while using cultural / global competence.

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

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

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

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

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

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

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions.

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

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

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

Meaning

Students will understand that:

- People leave established situations in search of new opportunities, work, or personal and religious freedoms.
- Land acquisition can create personal and regional rivalries that lead to conflict.
- Countries expand in the name of resources, power and exceptionalism.
- Countries believe that their individual systems are the best and this belief may legitimize policies that advance countries' interests at the expense of other entities.
- Compromise, though a vital part of politics and society, is often hard to achieve due to diversity of economic, political, and social beliefs.
- Issues involving a sense of moral justice are more difficult to compromise over than other political and economic issues.
- Civil War soldiers included women and LGBTQAI+ individuals, subverting assumptions of hyper-masculinity in association with military service. **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- Civil war has different causes and traumatic effects than conventional international conflicts.
- Government structures and institutions must evolve in order to address conflict.
- The disposition of the non-victorious side must be consistent with desired lasting outcomes.
- Government structures which account for differences prevent conflict.
- Political leaders must identify period and issue-specific strategies with which to build coalitions.
- A republic must evolve as those which it represents do. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a) Amistad Law (N.J.S.A. 18A:35-4.43)**
- Disenfranchised groups must be deliberately incorporated into society. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a) Amistad Law (N.J.S.A. 18A:35-4.43)**

Essential Questions:

- Why do people leave established situations in search of new opportunities?
- How does desire to acquire property lead to conflict?
- What are the roots of national exceptionalism?
- Why is compromise important yet difficult to achieve?
- Why are some types of issues more difficult to compromise over than others?
- What role does the military play in a nation's development and how might stereotypical notions of a military identity be narrower than the reality? **Persons with Disabilities/LGBTQ (N.J.S.A. 18A:35-4.35)**
- How is the impact of a civil war different from other wars?
- How do government structures and institutions survive war?
- How should the non-victorious be treated following war?
- What government structures can prevent a future conflict?
- How can political leaders promote unity?
- How must the republic evolve with changing times? **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- How can the previously disenfranchised be assimilated into society? **Amistad Law (N.J.S.A. 18A:35-4.43) Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

Acquisition of Knowledge & Skills

Students will know:

- By the 1840s, migrants were crossing the Rocky Mountains in search of new economic opportunity, which would help the nation grow in both wealth and power.
- American expansionism created conflict with Mexico.
- The conflict between Texas and Mexico would result in a war with Mexico that would vastly increase the size of the United States.
- The long term effects of the Mexican American War would highlight the growing differences between the North and the South. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- American Exceptionalism is what Americans used to justify westward expansion. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- American Exceptionalism is the belief that America is responsible for bringing liberty and democracy to those who have neither. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- The American identity was forged as a result of new democratic politics and westward expansion.
- American demographics changed due to acquisition of land, immigration, and growing needs and desires. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Slavery was the underlying issue in state rights debates. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Party politics evolved during this period as a result of inability to form a united platform.
- The Wilmot Proviso opposed slavery in the lands gained from the Mexican Cession strictly due to economic reasons.
- The Compromise of 1850 tried to settle the disputes concerning new territories gained in the United States.
- Fugitive slave laws were a continuation of policy set forth in the 1790's. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Fugitive slave laws incentivized judges to declare a person in question to be a slave. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Popular sovereignty was seen as both an equitable and dangerous manner of deciding a state's position on slavery. **Amistad Law (N.J.S.A. 18A:35-4.43)**

Students will be able to:

- Describe how the United States came to overspread the North American continent.
- Evaluate the arguments for and against American expansion. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Assess the impact of Western settlement on the expansion of United States political boundaries.
- Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Analyze the degree to which the abolitionist movement framed the debate over slavery as moral rather than merely political or economic and how that exacerbated sectional tensions. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Work together in groups to attempt to come up with compromises to some of the issues that America faced during this time period.
- Evaluate the importance of the election of 1860 and its direct outcome resulting in the succession of southern states.
- Compare the relative strengths and weaknesses of the North and South at the onset of the Civil War.
- Analyze how the South was able to prolong the war for years despite the seemingly great advantages afforded to the North.
- Analyze historical paintings and photographs in order to learn about important historical events
- Compare the immediate and long-term effects of the Civil War on the economies of the North and South. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Evaluate the roles of African-Americans and women in the war effort for

- The Kansas-Nebraska act was designed to be a better way to compromise over the expansion of slavery into new territories, but caused more panic in the West.
- The Republican party grew in response to the national debate over the expansion of slavery.
- John Brown attempted to foster a slave rebellion and his violence was both praised and criticized by various groups.
- The Dred Scott case seemed to guarantee the continuation and expansion of slavery in the United States. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- The Lincoln-Douglas debates represented growing concerns regarding slavery and national politics.
- Lincoln did not appear on the ballot in many southern states during the election of 1860, demonstrating sectionalism.
- Eleven southern states ultimately seceded, but four slave states remained loyal to the Union.
- The North appeared to have many political, economic, and military advantages at the onset of the Civil War.
- The South believed that they would succeed in a Civil War due to a defensive position, stronger military leadership, and potential for foreign intervention.
- Lincoln's goals for the war changed over time.
- Lincoln maintained a cabinet known as the "team of rivals" that would counsel him on pressing matters.
- Both sides faced economic and trade problems during the conflict.
- The naval blockade was seen as a belligerent action.
- Lincoln's motivation to win the war led him to carry out domestic policies that were unconstitutional, such as the suspension of Habeas Corpus.
- The Confederacy had a higher proportion of its population involved in fighting.
- Immigrants helped the Union cause. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- The Emancipation Proclamation, which freed no slaves, was partially designed to prevent European intervention on behalf of the Confederacy. **Amistad Law (N.J.S.A. 18A:35-4.43)**

both sides. **Amistad Law (N.J.S.A. 18A:35-4.43)** **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**

- Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Analyze the impact of population shifts and migration patterns during the Reconstruction period. **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.

- Black troops participated in the Civil War after the Union Army allowed blacks to be combatants after the Emancipation Proclamation
[Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- Disease and new weapons led to high casualties in the Civil War.
- The Confederate central government was precariously made of states who wished to have autonomy.
- The Union leadership vacuum was fixed by the introduction of Ulysses Grant as the General of the Army of the Potomac.
- Reconstruction was an imperfect system of laws and executive initiative designed to restructure the South.
- There were varying opinions with respect to how the former Confederate states should be treated.
- The end of slavery did not guarantee blacks equality in America.
[Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- The Thirteenth Amendment ended slavery, but created a debate over the structure of labor and the workforce. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- Lincoln favored a moderate and lenient reconstruction policy.
- The assassination of Lincoln changed the path of reconstruction.
- President Johnson and the Radical Republicans who controlled Congress disagreed over how to carry out Reconstruction, which created political tensions and led to Johnson's impeachment.
- Black codes in the post-Civil War South were designed to ensure white control over former slaves. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- The Fourteenth Amendment, designed to provide due process and equal protection of the law by state and national governments has been interpreted to apply many constitutional protections to individuals and groups. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#) [Diversity & Inclusion \(N.J.S.A. 18A:35-4.36a\)](#)
- The requirement to ratify the Fifteenth Amendment completed major Reconstruction changes to the Constitution. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)
- African Americans played a temporarily more significant role in the politics of Reconstruction Governments. [Amistad Law \(N.J.S.A. 18A:35-4.43\)](#)

- Southern governments run by carpetbaggers and scalawags were criticized for inefficiency and corruption.
- The Panic of 1873 created a severe depression lasting for four years.
- Republican idealism was abandoned in the wake of the economic and political crisis.
- The contested Hayes-Tilden election led to the Compromise of 1877 that effectively ended Reconstruction.
- The post-Reconstruction South returned to a segregated society that resembled the antebellum South in many ways. **Amistad Law (N.J.S.A. 18A:35-4.43)**

Stage 2: Acceptable Evidence

Transfer Task

Students will identify the core political, economic, regional and social issues that led to the Civil War and compare them to the existing conditions within the United States currently. In the process of their analysis, students will determine if the issues prevalent in the 1860's were solved by the Civil War or still apply in some fashion today. **Amistad Law (N.J.S.A. 18A:35-4.43)**

Stage 3: Activities

- Students will complete a mapping activity on the events that led the United States to overspread the North American continent. (A)
- Students will write postcards from settlers in Texas at various points in the history of Texas' road to become an American state. (M)
- Students will analyze the lyrics of a song about James K. Polk in order to better understand the political history of the 1840s. (A)
- Students will analyze political cartoons and primary source documents representing the arguments for and against the War with Mexico. (A/M) **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Students will work in mixed groups representing northerners and southerners and attempting to compromise over such issues as expansion of slavery into the territories gained from Mexico, the Dred Scott case, and the secession of southern states. (A/M) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will write an essay analyzing why it was so important yet so difficult to reach a lasting compromise over the issue of the expansion of slavery. (M) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will analyze data and create graphs comparing the North and South according to several factors including transportation, industrialization, population and wealth. (A/M)

- Teacher will lead an inquiry-based discussion about the key events of the Civil War. (A) **Diversity & Inclusion (N.J.S.A. 18A:35-4.36a)**
- Students will analyze photographs to understand the impact of this new medium on the public opinion of the Civil War. (A)
- Students will watch scenes from the movie "Glory" to better understand the role of African American soldiers in the Civil War. (A) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will listen to and analyze the text of the Gettysburg Address. (A/M)
- Teacher will lead an inquiry-based discussion about the key people, issues, and events of the Reconstruction Era and its aftermath. (A) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will work in groups using Report Cards to evaluate various aspects of the Reconstruction plans of Johnson and the Radical Republicans. (A/M)
- Students will write their own "A+" plan for Reconstruction. (M) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will evaluate period civil rights legislation and predict flaws and future conflicts related to this topic. (M/T) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will debate the legitimacy of the Compromise of 1877. (M) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will write an essay evaluating the overall successes and failures of Reconstruction. (M/T) **Amistad Law (N.J.S.A. 18A:35-4.43)**
- Students will analyze a current events article and connect it to key themes and concepts from the unit. (A/M/T)

Reference Materials

Primary	Secondary
<ul style="list-style-type: none"> ● United States History –AGS Publishing ● United States History –AGS Publishing workbook 	<ul style="list-style-type: none"> ● Textbook: United States History, Pearson Educational, Inc., 2010. ● United States History (AP Review) ● Digital History (University of Houston)

- United States History and Geography- Glencoe McGraw Hill
- United States History and Geography- Glencoe McGraw Hill supplemental materials

- The Gilder Lehrman Institute of American History
- EdSitement (website)
- Reading Like a Historian
- History Alive
- "Glory" feature film (excerpts)
- Polk's address to Congress (re: Mexican War)
- Matthew Brady Civil War photographs
- Gettysburg Address

Accommodations and Modifications

Differentiation for Support (ELL Learners)	Differentiation for Support (Spec. Ed., Struggling Learners)	Differentiation for Enrichment
<ul style="list-style-type: none"> ● Provide alternate ways for the student to respond (verbal/pictographic answers instead of written) ● Substitute a hands-on activity or use of different media in projects for a written activity ● Provide word banks / word walls ● Prepare and distribute advance notes ● Provide model sentence frames and sentence starters for both oral responses and written responses ● Provide additional time to complete assessments and assignments ● Model and use gestures to aid in understanding ● Model tasks by giving one or two examples before releasing students to work independently ● Present instructions both verbally and visually ● Simplify written and verbal instructions ● Allow students to use eDictionaries ● Avoid slang and idiomatic expressions. ● Speak clearly and naturally, and try to enunciate words, especially their ending sounds. ● Provide Sensory Supports (Real-life objects, Manipulatives, Pictures & photographs, Illustrations, Diagrams, & drawings, Magazines & newspapers, Physical activities, Videos & films, Broadcasts, Models & figures) ● Provide Graphic Supports (Charts, Graphic organizers, Tables, Graphs, Timelines, Number lines) ● Provide Interactive Supports(Pair or Partner work, Group work, Peer Mentor) ● Simplify the language, format, and directions of the assessment ● Accept correct answers on test or worksheets in any written form such as lists, phrases, or using inventive spelling ● Allow editing and revision before grading 	<ul style="list-style-type: none"> ● Break down assignments with oral directions, written directions, and visuals. ● Provide frequent reminders to stay on task. ● Provide copies of notes and practice note taking skills. ● Work on organizational skills such as keeping class binder, completing assignments on time, and checking classroom websites for assignments. ● Follow individual IEP plans for specific modifications. ● Use colors to differentiate while teaching ● List steps or guidelines to clarify expected outcome ● Provide visual supports ● Reinforce on-task behavior ● Peer mentoring (pairing with another student who is working at an advanced level) ● Guided questions ● Partnering/Grouping of students ● Re-teaching and review ● Multi-media approach to accommodate various learning styles ● Decrease/Modify number of project requirements ● Teacher/Aide assistance ● Translation tool for different languages ● Cooperative Groups: Groupings will be heterogenous to support struggling learners. Group assignments will be modified to include graphic organizers. ● Socratic Seminar/ Fish Bowl Discussions: Students will be supported in discussion with graphic organizers, completed note cards for reference, and pre-arranged order of speaking. ● Partner Analysis Activities: Partnerships will be pre- 	<ul style="list-style-type: none"> ● Provide a variety of individualized work centers ● Show students more advanced techniques such as the direction of light and shadow in a realistic drawing. ● Provide student with exemplars of expressive, innovative, and highly conceptual works of art that involve greater risk-taking and complexity in their creation ● Provide student the opportunity to demonstrate for the class ● Create additional projects in a different medium ● Individual presentations ● Multiple mediums in project ● Cooperative Groups: Groupings will be homogenous to support enrichment. Challenge questions will be offered. ● Socratic Seminar/ Fish Bowl Discussions: Students will generate questions based on the essential questions and close reading insights. ● Partner Analysis Activities: Partnerships will be pre-selected to encourage enrichment. Challenge questions will be offered. ● Metacognitive Journals: Students will generate their own topics. ● Self-Assessment Close Reading Quizzes: Challenge questions will be added. Students will be encouraged to create their own questions and pose them to the class at the close of the activity. ● Silent Sustained Reading (SSR) with Critical

<ul style="list-style-type: none"> ● Design projects and assessment for student that require reduced sentence or paragraph composition ● Give alternative homework or class work assignments suitable to the student's linguistic ability for activities and assessments ● Utilize alternate reading assignments/materials at the student's reading level. ● Allow for alternate seating for proximity to peer helper or teacher as necessary ● Assist student in building a picture file of key vocabulary (Pics4Learning, Webster's Visual Dictionary Online, ClipArt Etc, Shahi Visual Dictionary) ● When showing video used Closed Captioning. Some videos also allow for a slower replay so the speech is not as fast. ● Provide wait-time sufficient for English language learners who are trying to translate terms while formulating an explanation - Sufficient wait time is often said to be about 7-10 seconds ● Check for understanding consistently - ask students one-on-one what their questions are, monitor their progress on independent work and redirect as needed. They may not understand or be hesitant to verbalize what they do not understand at first, so monitor and give examples. ● Support use of student's primary language by translating key words in directions, or key vocabulary terms or giving students opportunities to communicate in their primary language (written or orally) <p>Additional Resources: 20 strategies to Support EAL Children What English- Language Learners Wish Teachers Knew - Education Week A Starting Point: Tips and resources for working with ESL newcomers</p>	<p>selected to support struggling learners. Activities will include exemplars and graphic organizers.</p> <ul style="list-style-type: none"> ● Metacognitive Journals: Journal assignments will be shortened. Detailed exemplars will be shared. Key terms in the questions will be defined and explained in detail. ● Self-Assessment Close Reading Quizzes: Quizzes will be shortened. After completion, students will share responses with their groups and identify which questions were the most difficult. (They will circle these and submit.) Their participation informs the teacher and themselves on the understanding of the text. ● Silent Sustained Reading (SSR) with Critical Lens: If shared text, teacher will begin SSR with reading part of the assignment and asking questions throughout. Then SSR a shorter SSR will be given before the exit ticket. ● In-class short research assignments: Graphic organizers and exemplars will be shared and discussed prior to the assignment. Heterogeneous groups will be pre-selected to support struggling learners. ● Writing Process: Students will brainstorm with a graphic organizer, draft with a graphic organizer, peer review with pre-selected partner, revise and edit with teacher conference, and publish a final copy. Writing assignments will follow the alternative assessments outlined in the Assessment category below. These assessments have modified prompts to support struggling learners. ● Essential Question: Key terms in the questions will be defined and explained in detail before the question is posed. Responses will be listed on the board and discussed before the assignment. Reflection at the close of the lesson will be supported with an exit card: "Before I 	<p>Lens: Students will be encouraged to expand on or enhance the lens by offering alternatives. Longer SSR will be offered.</p> <ul style="list-style-type: none"> ● In-class short research assignments: Students will be encouraged to create additional research topics from the teacher suggestions. ● Writing Process: Students will be encourage to create their own writing prompts and connect them to the essential questions. ● Essential Question: Students will be encouraged to craft their own essential questions for the text. ● Substituting group or individual activities ● Use of leveled text and/or tiered writing assignments ● Substituting oral and/or written directions ● Implementing more data base and critical base questions ● Adjusting timeline and product requirements ● Enhancing specific content by expanding content responsibilities ● Utilize more challenging materials
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	thought.....Now I feel....."	
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