

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 1 Map Skills, Geography & Continents</p>	<p>Unit Summary: The primary goal of this unit is to establish a fundamental understanding of the various geographical features in the world, as well as spatial awareness while developing a fundamental framework of the impact Geography has on the world and its inhabitants. Students will be taught vocabulary in context, and will complete short writing assignments, visual that demonstrate a basic understanding of geographical features. Students will also complete and label maps, utilize visuals to promote geographical awareness. By the end of this unit, students will increase their spatial awareness and understanding of geographical concepts.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s): How has geography affected the way people interact? How have the continents become important for our world and the way we view it? Why is it important to know about where you are located?</p>	<p>Enduring Understanding(s): Students will be able to:</p> <ul style="list-style-type: none"> • define, identify and analyze how geography can impact people and their interactions with others. • define and identify various physical features such as, but not limited to; <ul style="list-style-type: none"> - mountains, plateaus, ocean, valleys, rivers, plains, ect. • make predictions, inferences and draw conclusions about the impact of geography • determine the meaning of new words • identify continents • describe physical features • illustrate physical features and geographical regions according to climate

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.	1. SOC.6.1.12.B.1.a
2. Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.	2. SOC.6.1.12.B.6.a
3. Explain how global competition by nations for land and resources led to increased militarism.	3. SOC.6.1.12.B.7.a
4. All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible.	4. SOC.6.2.12
5. Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.	5. SOC.6.2.12.B.1.b
6. Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.	6. SOC.6.2.12.B.4.a

Inter-Disciplinary Connections:

Encompasses Technology, Science, Math and English

Students will engage with the following text:

Not a text based program. The following resources are used: IXL (History) and other supplementary materials based on the students' individual needs.

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- Complete Maps
- Vocabulary in context

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will uncover and build skills through various classroom activities including the following:

- Real-Life Applications
- Note taking strategies
- Graphic organizers
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient an independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

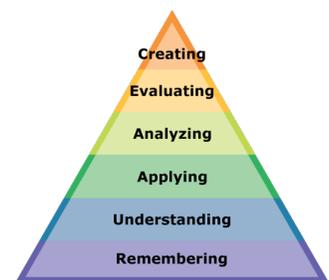
To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR

UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS.

IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include “hands-on” activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports, tapes, projects, or other means to reduce the amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

Unit projects
Summaries
Unit assessment
Fill in outline map of “seven continents”
Coloring in various maps
Identifying different physical features on an assessment

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & and through the completion of student work

Accommodations/Modifications:

- Make a clear rubric for students to understand exactly what is expected.
- Break project into step by step instructions and provide the steps as the students complete the steps.
- Monitor progress closely
- assist with self monitoring techniques
- provide 1:1 assistance as needed

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name:

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 2 Native American Civilizations & Exploration	Unit Summary: The rationale for teaching Native American History is to insure that the history is portrayed honestly and accurately.
Grade Level(s): 9-12	That Native people are separate from each other with unique cultures, languages, spiritual beliefs and dress. To look at the contributions of Native Americans in our history and what struggles existed between them and the colonists and why.
Essential Question(s): How did Native Americans help new European colonists? What went wrong between the Native Americans and the colonists? How did Native Americans coexist with nature in a delicate balance? How were Native American women, elders and children integral parts of their culture?	Enduring Understanding(s): Understanding the past is crucial to living responsibly in the present and planning for the future. The colonization of North America and how the Native Americans aided the new colonial societies and the challenges in values that caused conflicts between them. Assess the contributions and perspectives of Native Americans during the American Revolution. The Native Leni Lenapi Indians were influential in early NJ history.

What are the challenges today of Native Americans in our society in trying to keep their culture and traditions?.

Native American cultures are alive and well thriving and evolving today within all cities rural communities, tribes and nations across the United States.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. To identify how the Native American Indians helped the newly colonized Europeans in America.	1. 6.1.12.B.1.a, 6.1.12.C.1.b
2. To recognize the contributions of the Native Americans and their perspectives on the American Revolution.	2. 6.1.12.A.1.b
3. To understand how the differences in values and culture created conflicts between the colonists and the Native Americans	3. 6.1.12.A.1.a 9. 6.1.12.D.1.a
4. To be aware of the affects of discrimination over the centuries of Native Americans and how they strive to maintain thier cultue and traditions in a modern society.	
5. To recognize how the Native American population has contributed and integrated in all aspects of American culture.	
6. Learn about different regions where Natic American tribes lived historically research and record information on the people and tribes of a specific region and describe their way of life.	

Inter-Disciplinary Connections:

Technology—Utilize LMC databases, Microsoft Office PowerPoint, Publisher and Word for formal presentations, Utilize Google Classroom, Slides, Docs and Drawings for assignments.

Reading/Literature: “Last of the Mohicans,” (selections) James Fenimore Cooper, biographies, blogs on Native Americans as well as present day teenagers living in our cities and rural communities.

Early American captivity narratives - World on the Turtle’s Back for Native American traditions/beliefs. Lenape newspaper article from Courier Post to highlight the culture of a New Jersey Native American tribe

Writing: Students will write: opinions on the identity of Native Americans in the US

Diary response written as a Native Americans after reading biographies or factual historic persons.

Movies: “Last of the Mohicans” selections. Pocahontas Paradox.

Geography Map study of the tribes and where they lived/ relocated.

Students will engage with the following text:

Not a text based program. The following resources are used: **IXL (History) and other supplementary materials based on the students’ individual needs.**

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- Complete Maps
- Vocabulary in context

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will uncover and build skills through various classroom activities including the following:

- Real-Life Applications
- Note taking strategies
- Graphic organizers
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

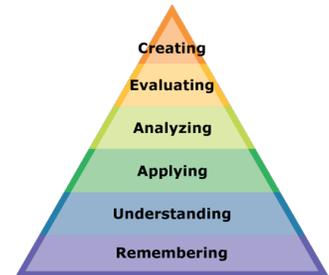
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient an independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Utilize the LMC Database Resource EBSCO Host Point/Counterpoint on Native American Mascots permeating popular culture.

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include "hands-on" activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports. tapes, projects, or other means to reduce the about of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

- Projects on different types of Native American cultures.
- Reading on NJ Native American culture pointing out lasting influences
- Participation in class discussions “How did Native American life contrast with our lives today?”
- Writer’s notebook/journal entry on “What is worth fighting for?” “What motivated our military to force Native Americans on reservations?”

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & and thorough the completion of student work
- Marking period Benchmark presentation/projects could be to create an online collage showing images and small captions of information learned in this unit. *these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating

Accommodations/Modifications:

Extra time given when needed.

Additional processing time to complete assessments.

Use of chromebooks/other technology to assist in writing.

Individual help by teacher or classroom aides for redirection and clarification of directions.

Verbal prompting and natural supports.

Tiered materials for various learning levels

Materials read to students when appropriate.

Allow students use illustrations as a response when appropriate.

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Renaissance Unit 3	Unit Summary: The purpose of this unit is to provide an introduction to Renaissance. The Italian Renaissance was a rebirth of learning that produced many great works of art and literature. Spanning two centuries, the Renaissance emphasized secularism, awareness of ties to the ancient Greek and Roman worlds, and the ability of the individual. Renaissance art and literature still influence modern thought and art today.
Grade Level(s): 9-12	
Essential Question(s): 1. How does the geography of Italy impact its ability to trade and influence other countries? 2. How do inventions change the way people receive information? 3. How have past artists impacted later generations? 4. How did the ancient classics impact the artists during the Renaissance era?	Enduring Understanding(s): Students will be able to: SWBAT 1. Define tolerance, City-state, natural rights. 2. identify the geographic location of Italy. The location on the Mediterranean Sea put Italy in a position to receive Asian goods from Arabs traders. 3. Italy is located on the European continent. 4. The invention of the Printing Press and its impact on the spread of information. 5. Renaissance artists and their most notable works. 6. Renaissance art and the different forms. 7. Ancient Greece and Ancient Rome’s impact on architecture and art.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

Learning Target 1. Identify what Italy looks like. 2. Relate the geographical location of Italian city-states to the fact that Italy was the center of the Renaissance. 3. Explain the term Renaissance.	NJSLS: 1. SOC.6.2.12.A.2.b 2. SOC.6.2.12.D.2.a
---	---

<p>4. Identify major figures from the Renaissance and their contributions to the time period.</p> <p>5. Provide examples of how the Printing Press shaped European society.</p> <p>6. Compare and contrast the artistic changes seen when viewing Raphael's "School of Athens" and da Vinci's "The Last Supper."</p> <p>7. Examine how new ideas affected art of this period.</p> <p>8. Write an informational paragraph about what was learned or what was interesting to them about the Renaissance.</p>	<p>3. SOC.6.2.12.D.2.e</p> <p>4. SOC.6.2.12.B.1</p>
--	---

Inter-Disciplinary Connections:

Encompasses Technology, Science, Math and English

Students will engage with the following text:

Not a text based program. The following resources are used: **IXL (History) and other supplementary materials based on the students' individual needs.**

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- **Complete Maps**
- **Vocabulary in context**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Students will uncover and build skills through various classroom activities including the following:
- Real-Life Applications
 - Note taking strategies
 - Graphic organizers
 - Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

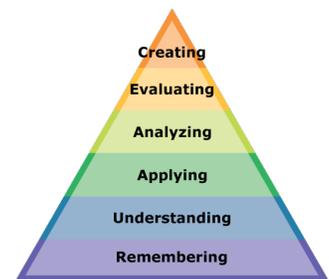
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient an independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include "hands-on" activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports. tapes, projects, or other means to reduce the about of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students

- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

Unit projects-Renaissance Artist Research Project

Summaries

Unit assessment

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & and through the completion of student work

Accommodations/Modifications:

- Make a clear rubric for students to understand exactly what is expected.
- Break project into step by step instructions and provide the steps as the students complete the steps.
- Monitor progress closely
- assist with self monitoring techniques
- provide 1:1 assistance as needed

Revised

Revised

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 4 Black History</p>	<p>Unit Summary: This unit is designed to teach how the growth of our nation and its flourishing economy was aided by the introduction of slavery into the colonies. While the North expanded with industry, in the South, the economy remained largely agricultural, largely due to the invention of the cotton gin and resistance to slave reform. Within the states, reformers set out to battle social problems and slavery. The growing differences in philosophies eventually led to regionalization between the North and the South and those conflicts continued to develop resulting in Civil War. This unit will also look at how Black Americans influenced the growth of our nation not only in agricultural south but in areas such as Art, music, politics, medicine, sports, inventions, etc.. This unit also will look at how racism has affected our society since the Civil Rights movement up to today and why as a nation we need to study this to understand how each individual has the responsibility to improve our nation starting with personal attitudes.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s): To what extent was slavery a "cause" of the Civil War? ▪ Was war inevitable between the North and the South? How did new technologies helped agriculture prosper in the early 1800s, making cotton</p>	<p>Enduring Understanding(s): The United States grew increasingly diverse due to the arrival of new groups of immigrants, and the growing cultural differences between the North and the South. A series of violent classes between proslavery and antislavery forces caused Americans on both side of the slavery issue that the other side was acting against law and morality. In spite of real racism, individuals Debates about individual rights, states' rights, and federal power shaped the development of the our political institution.</p>

<p>farming the South's main economic activity resulting in the South becoming more dependent on slave labor? What tactics did the Abolitionists, both black and white, use to combat slavery, facing great dangers in their struggle? . Road to the Civil War - Congressional compromises failed to end disagreement over slavery - A series of violent clashes between proslavery and antislavery forces caused Americans on both side of the slavery issue that the other side was acting against law and morality. The Election of 1860 was the culminating event that led America into a Civil War. was the Civil War inevitable? ▪ What were the major problems of this time period and how were they permanently addressed in the Constitution? How did the Civil Rights Movement affect and change our nation? What does our country still need to do today to fight racism? How can an individual make positive changes in society?</p>	<p>Governments can change based on the needs of people, their society and their culture. The Constitution is a living document that helps in defining the roles and responsibilities of government and of citizens. It is the responsibility of citizens to actively participate in government, otherwise the country is ruled by a few for the few. In spite of prevalent racism Black Americans as individuals and as a group have influenced and shaped our nation in numerous ways especially in the areas of art, music, inventions, medicine, sports, politics etc. Education is key in breaking down barriers of cultural misunderstandings not only for Black Americans but the influx of other immigrants in our modern society</p>
--	--

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Analyze the Preamble of the United States Constitution. Discuss why American ideals put forth in the Constitution have been denied to different groups of people	1. 6.1.12.B.1.a

<p>throughout time and evaluate how denial of these rights and ideals has affected these groups.</p> <p>Analyze historical court cases related to the Bill of Rights</p> <p>2. Explain how industrialization made the north wealthy, yet continued the enslavement of people in the South Explain the implications of the invention of the cotton gin in 1793.</p> <p>3. Describe the activities of the Underground Railroad.and the role of New Jersey in helping Africans escape their enslavement.</p> <p>Explain the efforts of the Abolitionist movement to become a political force.</p> <p>Explain the impact of Uncle Tom’s Cabin on the slavery issue</p> <p>4. Read selections of Frederick Douglass and create skits reflecting selections of Frederick Douglass</p> <p>5. Evaluate the tactics and effects of the KKK, Jim Crow laws, and black codes.</p> <p>6. Determine the impact of Black Americans in religious and social movements on the development of American culture, literature and art.</p>	<p>2. 6.1.12.C.1.b</p> <p>3. 6.1.12.A.1.b</p> <p>4. 6.1.12.A.2.a</p> <p>5. 6.1.12.B.2.a -</p> <p>6. 6.1.12.A.3.i -</p> <p>7. 6.1.12.D.3.e</p> <p>8. 6.1.12.D.3.d</p> <p>9. 6.1.12.D.2.e</p> <p>10. 6.1.12.A.4.a</p> <p>11. 6.1.12.A.4.c</p> <p>12. 6.1.12.D.4.a</p>
--	--

Inter-Disciplinary Connections:

<p>Interdisciplinary</p> <p>Technology—Utilize LMC databases, Microsoft Office PowerPoint, Publisher and Word for formal presentations, Google Classroom, Slides, Docs and Drawings for assignments.</p> <p>Music—Negro spirituals and their purposes will be addressed Celebration of famous black American musicians</p> <p>Math— Charts and graphs comparing the agriculture, persons, and slaves in each state to compare the North and the South. Chart on Free and Enslaved Black Population, 1820- 1860. Art - Painting interpretations, typical art portraying black slavery. Celebration of famous Black American Artists</p> <p>Literature - Reading excerpts of Uncle Tom's Cabin.</p>

Students will engage with the following text:

<p>Excerpts from The Narrative of the Life of Frederick Douglass</p> <p>Excerpts from Uncle Tom’s Cabin</p> <p>“Emancipation Proclamation,”</p> <p>Biographies of Black Americans</p>

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- **Complete Maps**
- **Vocabulary in context**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will uncover and build skills through various classroom activities including the following:

- Real-Life Applications
- Note taking strategies
- Graphic organizers
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities

- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

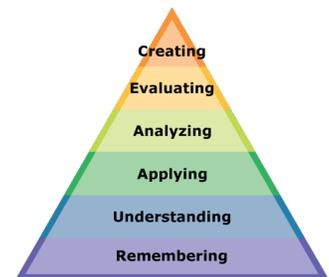
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient an independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Class discussion and paraphrasing important speeches from the Civil rights movement. Quizzes knowing who key people in that movement were.

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include "hands-on" activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports. tapes, projects, or other means to reduce the about of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

Marking period Benchmark presentation/project.

Unit projects (famous Black Americans and their contributions. Art, Music, Medicine, Military, Education)

Summaries

Unit assessment

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & and thorough completion of student work.
- An aspect of Racism opinions and solutions

Accommodations/Modifications:

Extra time; preferential seating; oral and written instruction; additional project choices; use of SmartBoard videos to bypass reading difficulties.

Revised

Revised

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 5 American Colonies & Revolutionary War	Unit Summary: The purpose of this unit is to reflect on the founding of the early American Colonies, and the motivating factors that brought the colonists to America. As well as understanding why governments are overthrown, and how this relates to modern day revolutions around the world. Beginning with the first successful English settlement in Jamestown, VA in 1607 and culminating with America's triumph over Great Britain in the Revolutionary War. The British's need for expansion brought conflict with the French and Natives which led to the French and Indian War. The relationship between the British and the Colonists became soured as a result of this war. Colonist bringing a focus to the issue of no taxation without representation emerged, as did protests against the British. Consequently, new ideas about equality and self-government from the Enlightenment contributed to the outbreak of the American Revolution.
Grade Level(s): 9-12	Additionally, this unit will create an appreciation for the beliefs on which our nation was founded.

<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How did the American colonists change the British governmental structure? 2. Why were people treated differently during this time? 3. How do geography, climate and natural resources affect the way people live and work? 4. What economic ideas existed? 5. What resources contributed to economic development in the American colonies? 6. What consequences existed for Native Americans? 7. On what beliefs was our government founded? 8. How are governments created, structured, maintained, and changed? 9. What causes people to “revolt”? 10. What groups of people led to the success of the American Revolution? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. 2. People were treated differently from each other during this time. 3. Geographic variations (e.g., climate, soil conditions, and other natural resources) influenced economic development in the New World. 4. Economic ideas and the practices of mercantilism and capitalism conflicted during this time period. 5. Natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. 6. Consequences to Native American groups developed because of the loss of their land and people. 7. Our government was founded on the principles of fairness, equality, and respect for diversity. 8. Governments can change based on the needs of the people, their society, and their culture. 9. The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain’s centralization policies and practices. 10. African Americans, Native Americans, and women made significant contributions during the American Revolution.
--	---

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<p>Learning Target</p> <ol style="list-style-type: none"> 1. North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World. 2. Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World. 3. Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. 4. Assess the impact of the interactions and conflicts between native groups and North American settlers. 5. Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. 6. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. 	<p>NJSLS:</p> <ol style="list-style-type: none"> 1. SOC.6.1.12.CS1 2. SOC.6.1.12.B.1.a 3. SOC.6.1.12.C.1.a 4. SOC.6.1.12.D.1.a 5. SOC.6.1.12.C.1.b 6. SOC.6.1.12.B.2.a 7. SOC.6.1.12.D.2.a
--	--

7. Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

Inter-Disciplinary Connections:

Encompasses Technology, Science, Math and English

Students will engage with the following text:

Not a text based program. The following resources are used: **IXL (History) and other supplementary materials based on the students' individual needs.**

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- **Complete Maps**
- **Vocabulary in context**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will uncover and build skills through various classroom activities including the following:

- Real-Life Applications
- Note taking strategies
- Graphic organizers
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities

- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

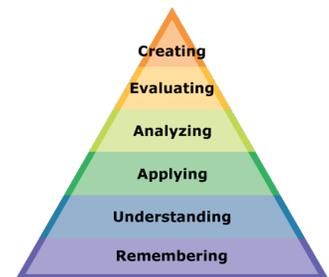
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient an independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include "hands-on" activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports. tapes, projects, or other means to reduce the about of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

Unit projects
Summaries
Unit assessment
Video Analysis
American Colony Presentation

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & and through the completion of student work

Accommodations/Modifications:

- Make a clear rubric for students to understand exactly what is expected.
- Break project into step by step instructions and provide the steps as the students complete the steps.
- Monitor progress closely
- assist with self monitoring techniques
- provide 1:1 assistance as needed

Revised

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 6 American Government & Citizenship	Unit Summary: Democracy is a form of government in our country. Democracy helps determine what the government should do. Democracy exists because people wanted it and fought for it since our founding fathers. In order for democracy to survive, certain principles must be agreed upon providing guidance in determining what needs to be done and how.
Grade Level(s): 9-12	IN order to be a productive citizen, participating members of our society need to understand how and why our government practices the principals it does

<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What is the purpose of government? 2. Who should hold power in a governing body? 3. On what major principles is democracy based? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Government is the institution through which a society makes and enforces its public policies, and is made up of those who exercise these powers, and have power and authority to enforce these policies over the people. 2. Governments are classified by who can participate, the distribution of power, and the relationship between lawmakers and those who execute the laws. 3. . A democracy is based upon recognizing the worth and dignity of all, equality, majority rule balanced with minority rights, compromise, and individual freedom
--	---

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none"> 1. Identify and explain the origins and foundations of democracy in the world. 2. Explain the functions of American government and the basic powers that every government holds. 3. Explain the branches of government and their responsibilities 4. Analyze the underlying principles of the U.S. Constitution 	<ol style="list-style-type: none"> 1. SOC.K-12.6.1 - [Standard] - All students will learn democratic citizenship 2. 6.1.12.A.14.a 5. 6.1.12A.14 3. SOC.6.1.12.A.2 - [Strand] - Civics, Government, and Human Rights

Inter-Disciplinary Connections:

<p>Language Arts Literacy: Reading of Preamble of the Constitution and the Bill of Rights</p> <p>Technology: Video clips; Crash Course U.S. Government; Google Slides for ‘Create Your Own Government’ presentation; Exploring Internet based government sources</p> <p>Art: creating and interpreting political cartoons</p> <p>Math: numbers as it relates to the electoral college in electing a president.</p> <p>Music: Listening to campaign theme songs and advertisements</p> <p>Science: Assessing the government’s role in regulating scientific research (global warming, cancer research)</p>

Students will engage with the following text:

Not a text based program. The following resources are used: **IXL (History) and other supplementary materials based on the students' individual needs. Crash course in History videos, Americans with Disabilities Act**

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- **Complete Maps**
- **Unit Vocabulary in context**
- Three Branches of government responsibilities
- Expanding Democratic Rights for different groups of citizens

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Unit vocabulary
- Close-reading of the Preamble of the Constitution and Bill of Rights
- Three branches of government activity
- Students will uncover and build skills through various classroom activities including the following:
 - Real-Life Applications
 - Note taking strategies
 - Graphic organizers
 - Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to

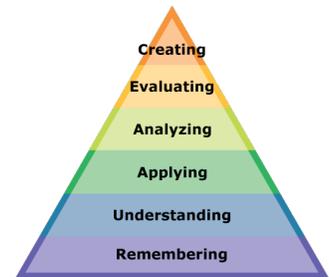
each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Class discussions and mock trial on trending issues. individual conferences

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include "hands-on" activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports, tapes, projects, or other means to reduce the amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.
- Highlight or underline main ideas in reading materials or provide annotated copies of readings; Provide students with summaries of primary source documents;
- Pre-teach necessary vocabulary and skills;
- Provide student with a vocabulary quick reference sheet to assist in comprehension;
- Allow students to listen to and or watch recordings of readings if available;
- Provide guiding questions to complete when reading to ensure an understanding of main ideas.

Summative Assessments:

Create your own government activity
Three branches of government activity
Graphic organizers ie Tree of power diagram.

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Read test items that do not assess reading skills to students.
- Break problems and tasks sections into smaller pieces

Performance Assessments:

- Projects & and through the completion of student work
- Google powerpoint demonstration knowledge and understanding of key concepts

Accommodations/Modifications:

Provide students with guided notes
Provide guiding questions for written responses
Give checklists or step-by-step directions for assignments
Reduce number of open-ended responses
Give graphic organizers to help students organize their thoughts
Allow students to type or verbalize responses if possible

Revised

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 7 Inventions & Ideas	Unit Summary: This unit will analyze and review how inventions and technological developments have changed our culture and our economy locally and globally and revolutionized the American lifestyle
Grade Level(s): 9-12	
Essential Question(s): How did the cotton gin influence our early settlements of the developing country? How have different cultures and their ideas and perspectives molded the modern American lifestyle. How have those cultures from around the world as well as Americans affected the current	Enduring Understanding(s): The invention of the cotton gin had a profound affect on our early colonies and the division in philosophies on issues of slavery. Many minorities (Naive Americans, black Americans, women, etc) throughout history have contributed to inventions and ideas that have made major impacts on our way of life. America being a melting pot of cultures has benefited from the melding of various ideas, inventions and technology that have eventually influenced our daily lifestyle.

<p>economic and social environment? What modern ideas and inventions have had a negative affect on our country and daily lifestyles?</p>	<p>Government, law , education, economy have had difficulties keeping up with the exponential growth of technological advances in our country and globally.</p>
---	---

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none"> 1. Identify some of the game changing inventions of our American history. 2. Recognize the people(especially the minorities) who have contributed to ideas and inventions that have improved our economic and social environments. 3. Acknowledge that some ideas, inventions have negative impacts and need to be explored with responsibility for social and economic reasons. 4. To discuss the need to improve our society with sustainability measures in mind especially for protecting our natural resources for global responsibility for future generations. 	<ol style="list-style-type: none"> 1. SOC.6.1.12.D.2.a Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. 2. SOC.6.1.12.C.3.a - Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. 3. SOC.6.1.12.CS5 - Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a

	<p>powerful impact on labor relations, urbanization, the environment, cultural values, and created tensions between ethnic and social groups.</p> <p>.</p> <p>.</p>
--	---

Inter-Disciplinary Connections:

Technology- looking at how technology has changed American culture
Science- Ideas in science and research into inventions and ideas to create a sustainable environment.
Math- Looking at graphs analyzing modern trends.
English-Reading on inventions throughout history and how each one changed American way of life.

Students will engage with the following text:

Not a text based program. The following resources are used: **IXL (History) and other supplementary materials based on the students’ individual needs.** Use of SmartBoard, computer based programs.

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- **Complete Maps**
- **Vocabulary in context**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

- Students will uncover and build skills through various classroom activities including the following:
- Real-Life Applications
- Note taking strategies
- Graphic organizers
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

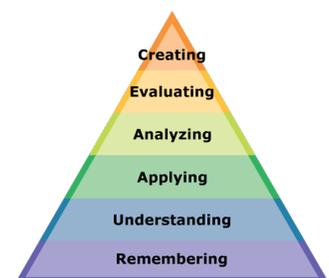
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student’s needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the :Life Skills” component. This course is taken in a unique educational setting based on the “learn by doing” theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient an independent members of society.
- Improve students’ academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM’S LEVELS.



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include “hands-on” activities (games and projects) within lectures/activities.

- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports, tapes, projects, or other means to reduce the amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

Unit projects- Famous invention and its impact on a Google powerpoint
Summaries
Unit assessment

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & and through the completion of student work
- Inventions real or imagined and how life could be improved.

Accommodations/Modifications:

Provide guided notes and/or copies of notes
Provide students with summaries if applicable
Repeat and clarify directions if needed to ensure comprehension.
Allow students to choose partners or work independently, when needed

Provide extended time for curricular assignments as needed or specified in the IEP.

Offer common time support.

Allow extra time to complete tasks without penalty

Reduce reading/math/writing level of assignments

Require fewer correct responses to achieve grade

Allow computer printed/electronic assignments Simplify complex written directions

Do not penalize for handwriting/spelling

Allow flexible grading on scoring rubric

Revised

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 8 NJ Studies	Unit Summary: The primary goal of this unit is to establish fundamental knowledge and understanding of the various historical, geographical, political features in the state of NJ , as well as awareness of where we live in relationship to other towns, counties, states and countries. Students should develop a fundamental framework of the impact of location/geography on New Jersey and its inhabitants in relationship to history, politics, industry, and lifestyles. Students will be taught vocabulary in context, and will complete short writing assignments, visuals that demonstrate a basic understanding of features as well as fun facts of the state. Students will also complete and label maps, utilize visuals to promote geographical awareness. By the end of this unit, students will increase their appreciation and knowledge of the state they live in.
Grade Level(s): 9-12	
Essential Question(s): <ol style="list-style-type: none">1. Geography: Where is NJ located in relationship to our country?2. History: How long has NJ been a state?3. What major historical events happened in NJ?4. Politics: Who are the leaders of the government in NJ ?5. Industry: What is NJ known for?6. Fun Facts of NJ: What are the state symbols?7. NJ Pride: Who are famous people who grew up in NJ8. How is my town an integral part of NJ history?	Enduring Understanding(s): <ol style="list-style-type: none">NJ is in a very metropolitan area of the country with a rich history from being one of the original 13 colonies. Nj had an integral role in the foundation of our country.NJ politics is run like an independent state starting with the governor who is now Gov. Murphy.NJ is a densely populated state with major industries in Chemical production, software/computers and tourism.Nj has many symbols depicting the best of the states natural resources.NJ has many celebrities homegrown here to be proud of.NJ is the home of many innovations and known for many firstsGloucester Township and the surrounding areas have had an integral part of NJ History

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
<ol style="list-style-type: none"> 1. Students will learn how NJ is physically located in relationship to the rest of our country/world 2. Students will learn the general government structure of the State of NJ 3. Students will become aware of how events and people in NJ influenced the development of our country. 4. Students will recognize the important contributions of famous people from NJ 5. Students will identify ways in which their involvement in their community could enhance the lifestyle of those living in NJ 	<ol style="list-style-type: none"> 1. OC.K-12.6.5 - [Standard] - All students will acquire historical understanding of varying cultures throughout the history of New Jersey, the US and the world 2. SOC.6.1.12.A.2.b - [Cumulative Progress Indicator] - Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government. 3. SOC.K-12.6.5.1 - [Cumulative Progress Indicator] - Express knowledge of personal heritage and culture. 4. SOC.K-12.6.5.3 - - Identify the roles of family and community members and how they influence students' daily lives. 5. SOC.K-12.6.7 - [Standard] - All students will acquire geographical understanding by studying their World in spatial terms

Inter-Disciplinary Connections:

<p style="text-align: center;"> Technology: Use of Chromebooks and Google maps and docs to demonstrate and enhance key concepts Science: NJ known for many innovations and discoveries in science and medicine. English Reading of biographies and research of interesting facts of NJ </p>
--

Students will engage with the following text:

Not a text based program. The following resources are used: **IXL (History) and other supplementary materials based on the students' individual needs.**

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- **Complete Maps**
- **Vocabulary in context**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will uncover and build skills through various classroom activities including the following:

- Real-Life Applications
- Note taking strategies
- Graphic organizers
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

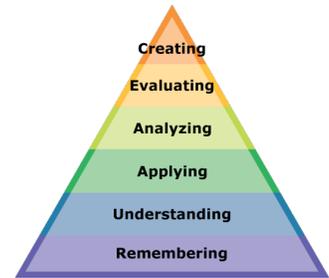
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient an independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

**Class discussion and sharing on fun facts and interesting topics on state of NJ
Graphic organizers on governmental structure of state of NJ**

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include “hands-on” activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports. tapes, projects, or other means to reduce the amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

Quizzes on general knowledge on NJ history, government, important facts.

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & thorough completion of student work
- Projects could be on maps, famous inventions, famous people, firsts in NJ,

Accommodations/Modifications:

Provide chunking of assignments into manageable steps, including checklists that clarify directions for assignments.

Provide a clear, concise version of a scoring rubric prior to the assignment or assessment.

Highlight distinctive features/key concepts

Provide choice of projects depending on the student's interests or strengths.

Provide peer assistance/study groups

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Unit 9 WWI & WWII	Unit Summary: Throughout the 19th Century, rivalries between European countries had been building up and intensifying. The causes of these rivalries imperialism in Africa and Asia, rises in industrialization, deep senses of pride growing among nationalities and ethnic groups, and the increase of importance on military strength. As the major powers in Europe sought to acquire new markets and to establish and expand their global empires, competition grew amongst these empires. Highlighting the start of the Great War with assassination of Arch Duke Franz Ferdinand to the war's end with the signing of the Treaty of Versailles; created to maintain peace, restore the governments and economies of Europe and the rest of the world, and ultimately blame Germany for the war. With the rise of dictatorships across Europe and the growing acts of aggression by these countries and their leaders to further expand their empires, WWII became increasingly unavoidable.
Grade Level(s): 9-12	
Essential Question(s): 1. How did nationalism, industrialization, imperialism, and other worldwide interaction lead to WWI? 2. What impact did imperialism have on the economic development of Africa and Asia? 3. How did geography impact WWI strategies? 4. How did the Great Depression impact the US government? 5. What was the impact of the Treaty of Versailles on European nations? 6. How did the countries of	Enduring Understanding(s): 1. Nationalism, Industrialization, Imperialism, Militarism, and an Alliance system throughout Europe in the late nineteenth century lead to the start of WWI in 1914. 2. African and Asian economic development was impacted by European imperialism as a result of the European's desire to expand their empires. 3. The development of trench warfare led to a stalemate on the western front. 4. Economic policies were developed through Roosevelt's New Deal to alleviate pressure from the struggling classes in America. 5. The Treaty of Versailles left the German government humiliated and angered because of the "War Guilt Clause" and the reparations they were responsible for paying the Allied countries. 6. Hitler's expansion in Europe was met with a policy of appeasement by the French and British governments; eventually ending with the signing of the Munich Pact and the invasion of Poland. 7. Pearl Harbor was America's inevitable reason to enter WWII. 8. Governments introduced propaganda methods to increase patriotism, recruitment, and morale. There were economic, political, and social causes of WWII.

<p>Europe respond to Hitler’s expansion? 7. What were the Allies and the Central Powers? 8. How did nationalism and propaganda help to mobilize civilian populations during “total war?” 9. How did geography impact military strategy and major turning points during WWII? 10. How do WWI and WWII compare in terms of technological innovations and social impact? 11. What were the short- and long-term demographic, social, economic, and environmental consequences of WWII?</p>	<p>9. Geography impacted WWII battles and preparations. 10. WWI and WWII brought about many changes in society. 11. WWII had an overarching impact on countries’ demographics, political systems, and culture.</p>
---	--

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Determine how technological advancements affected the nature of World War I on land, on water, and in the air.	1. SOC.6.1.12.C.7.a
2. Analyze the extent to which nationalism, industrialization, territory disputes, imperialism, militarism, and alliances led to World War I.	2. SOC.6.2.12.D.4.a
3. Determine the geographic impact of World War I by comparing and contrasting the political boundaries of the world in 1914 and 1939.	3. SOC.6.2.12.B.4.a
4. Determine how geography impacted military strategies and major turning points during World War II.	4. SOC.6.2.12.B.4.b
5. Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).	5. SOC.6.2.12.C.4.b

Inter-Disciplinary Connections:

Encompasses Technology, Science, Math and English

Students will engage with the following text:

Not a text based program. The following resources are used: **IXL (History) and other supplementary materials based on the students' individual needs.**

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- **Complete Maps**
- **Vocabulary in context**

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will uncover and build skills through various classroom activities including the following:

- Real-Life Applications
- Note taking strategies
- Graphic organizers
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong

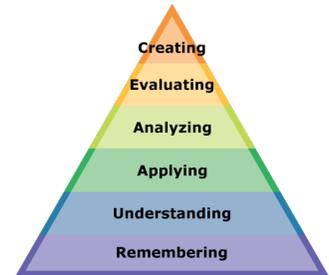
emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Quizzes, tests, homework, class discussion, individual conferences

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include "hands-on" activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports, tapes, projects, or other means to reduce the amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

Battle map

MAIN Causes

"Weapons" inventions

WWI Presentation

D-DAY video analysis

Hitler summary

The Boy in the Striped Pajamas

End of Germany

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & and through the completion of student work

Accommodations/Modifications:

- Complete assignments through oral reports, voice recordings, projects, or other means to reduce the amount of writing.
- Allow students additional time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected.
- Break project into step by step instructions and provide the steps as the students complete the steps.
- Monitor progress closely
- assist with self monitoring techniques
- provide 1:1 assistance as needed

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS ☐ FOSTERING ACHIEVEMENT ☐ CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: SCMD History

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 10 Current Events & Contemporary Studies</p>	<p>Unit Summary: Unit Summary: This unit will focus on current US policy in recent history from many different perspectives. Human rights, which are basic American beliefs are not always freely given to all Americans or citizens of the world with whom America has relationships with. Understanding what human rights are and how America has denied or supported them in the 20th Century will give the students a broader view of Contemporary History.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s): How does the geography of the world create distinct cultures? How do those cultures around the world effect the current political, economic, historical and social environment? What are human rights? What is a marginalized person? How does it feel to be a marginalized person? Who are the current marginalized peoples of America? What historical developments led these people to become marginalized? How does the marginalized people of America interact with one another?</p>	<p>Enduring Understanding(s): Cultural geography is the study of the relationship of humans to location. We have 30 basic human rights, according to the Universal Declaration of Human Rights, created by the United Nations in 1948 to provide a global understanding of how to treat individuals. “Rights” are things we are allowed to be, to do or to have, simply by being human. Minorities in America have been discriminated/marginalized throughout the 20th and 21st Century, being refused to have an active voice, place or identity in a society. A subgroup who are treated and looked at as lesser importance in that society.. Black Live Matter, Women’s Groups and other minority groups such as religious and cultural groups have a place in cultural and political environment in America today. When history is looked at from many different marginalized groups, you get a very different narrative.</p>

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standards that are applicable

<u>Learning Target</u>	<u>NJSLS:</u>
1. Sort each group of countries into the proper continent.	6.1.12. B.16.a
2. Show how geographical features can lead to cultural and then political features of a country.	6.2.12. B.6.a
3. Explain why people have chosen to migrate to different countries throughout the 20th century.	6.3.12.B.1
4. Discuss the immigration statistics to the US in the 20th century.	6.2.12.B.6.a
5 Recognize the changes in Human Rights after WWII and the creation of United Nations.	6.1.12.CS.14
6. Assess the role of the United Nations in global relationships.	6.2.12.A.5.d
7. Explain how the United Nations has taken a role of the champion of marginalized people throughout the world.	6.2.12.A.6
8 Debate if the United States has human rights violations.	6.3.12.A.1 6.3.12.A.2
9Determine the impact the minority or protests groups have on the political realities of the United States.	6.1.12.D.11.c RH.11-12.B . 6.1.12.D.11.c RH.11-12.9a

Inter-Disciplinary Connections:

Technology: Exploring Internet based government sources, websites of protest movements,
 Art: map skills and understanding the problems of maps, analyzing political cartoons
 Math: analysis of charts and graphs related to government policy issues.
 Music: Analysis of protest songs
 Science: Assessing the impact on the climate has on the factors of immigration.

Students will engage with the following text:

Not a text based program. The following resources are used: IXL (History) and other supplementary materials based on the students' individual needs.
 US Constitution
 Bill of Rights
 selections from books written by immigrants

Students will write:

- Short answer response
- Daily warm-ups
- Summaries
- Reflections
- Complete Maps
- Vocabulary in context

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Students will uncover and build skills through various classroom activities including the following:

- Real-Life Applications
- Note taking strategies
- Graphic organizers
- Use of technology such as iPads, Laptops, google applications, SMARTboard interactive technology

Other learning experiences could include:

- Alternative lesson openers
- Close reading/ annotation of the text
- Define words in the text using context clues
- Warm ups
- Think/Pair Share Activities
- Small group discussions
- Whole class discussions
- Critical thinking Activities
- Plan and organize writing activities
- Small group cooperative learning with jigsaw/ pair. group analysis of text
- Vocabulary log
- Tiered learning activities
- Many Hands-on activities

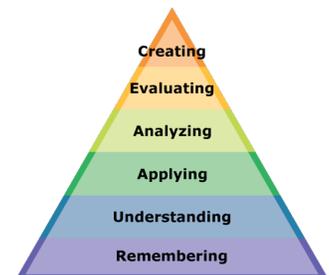
*** This course is specifically for a small number of students within the Black Horse Pike Regional School District. The course of study is developed to meet the individual education plans (IEPs) of students and it adaptable to each student's needs. The curriculum focuses on the both DLM and Common Core State Standards with a strong emphasis on the "Life Skills" component. This course is taken in a unique educational setting based on the "learn by doing" theory; therefore most experiences are hands-on. The goal of the course is to:

- Help students become self-sufficient an independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.

To provide opportunities to learn and practice daily living skills.

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

Research the goal of the current minority protest movements on both sides of the political spectrum.
Quizzes, tests, homework, class discussion, individual conferences

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include “hands-on” activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports, tapes, projects, or other means to reduce the amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new skill/concept.
- Break problems into smaller pieces.
- Provide guided notes/ handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/ writing assignments.

Summative Assessments:

Debate on a current event surrounding human rights in our society.

Accommodations/Modifications:

- Use pass/fail option
- Provide checklists for answering questions/writing assignments
- Allow students to use exit text.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces

Performance Assessments:

- Projects & and thorough the completion of student work

Accommodations/Modifications:

- Use of multimedia equipment (ipads, laptops, SMARTBoard, etc...)
- Incorporate experiential and community based activities related to the lesson theme.
- Include “hands-on” activities (games and projects) within lectures/activities.
- Emphasizes sensory experiences reflecting students learning style: auditory, multisensory, visual, kinesthetic.
- Use of graphic organizers.
- Complete assignments through oral reports, tapes, projects, or other means to reduce the amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students
- Use models, manipulatives, and other concrete materials to demonstrate concepts and solve problems.
- Have students repeat or rephrase assignments.