

BLACK HORSE PIKE REGIONAL HIGH SCHOOL
HIGHLAND TIMBER CREEK TRITON
SOCIAL STUDIES DEPARTMENT

SYLLABUS

ELL UNITED STATES HISTORY I

Course Overview

ELL United States History is a year-long course that was designed to meet two objectives. First, the class surveys American History from the Colonial Period to the Expansion of American Industry. Secondly, the class develops vocabulary/grammar capabilities in the English language. The course's goal is to help non-native English speakers make a smooth transition from their countries' academic settings, languages and cultures into the English speaking classroom. Although the class focuses on a chronology of early US history, through its implementation, the course also focuses on listening, speaking and composition skills. Teachers will promote understandings of history by utilizing vocabulary words, photos, timelines, charts, graphs, maps, media and other materials to teach information visually. Students are expected to be active learners.

This course of study will be adapted for the learning level of the class. Teachers will assess the prior learning level of the class. Teachers will assess the prior knowledge, prior skills sets, and current needs of their classes. Monitoring and adjusting will thus result in the creation of lessons, activities, and assignments appropriate to the class. The class will examine significant geographic, economic, political, and social events of American history. Class time involves: teacher-guided lecture, discussion, collaborative and website-specific learning activities, problem solving, writing activities, and creative projects.

Course Content Outline and the NJ Core Curriculum Content Standards (2009)

First Marking Period

- I. Geography and Map Skills *6.1.12.B.1.a*
- II. Colonial Life
- III. Early Conflicts *6.1.12.A.1.a- 6.1.12.D.2.a*
- IV. The Seeds of Revolution *6.1.12.A.2.a*

Second Marking Period

- V. The American Revolution *6.1.12.A.2.b-6.1.12.D.2.e*
- VI. A New Nation *6.1.12.A.2.c-6.1.12.D.2.c*
- VII. The Constitution of the United States *6.1.12.A.2.b-6.1.12.D.2.b*
- VIII. Experimental Period *6.1.12.A.2.f-6.1.12.C.2.b*

Third Marking Period

- IX. Thomas Jefferson, James Madison, James Monroe *6.1.12.A.3.a-6.1.12.D.3.e*
- X. Inventions and Innovations *6.1.12.C.3.a*
- XI. The Jacksonian Age *6.1.12.D.3.a-6.1.12.D.3.c*
- XII. Life in the New Nation *6.1.12.A.3.e-6.1.12.D.3.e*

Fourth Marking Period

- XIII. Road to the Civil War *6.1.12.A.4.a*
- XIV. Civil War *6.1.12.A.4.b-6.1.12.D.4.b*
- XV. Reconstruction *6.1.12.D.4.c-6.1.12.D.4.e*
- XVI. Expansion of American Industry *6.1.12.A.5.a-6.1.12.D.5.d*

Course Expectations and Skills

1. Develop skills essential to success in the Social Studies classroom.
2. Gain an appreciation for past and present cultures of the world.
3. Develop critical thinking skills, which enable students to function as lifelong learners and to examine and evaluate issues of importance to the modern world.
4. Understand world history as the context for United States history.
5. Gain practice to succeed on standardized testing such as ACT, SAT, and PARCC.
6. Maintain an organized notebook or portfolio of notes and work collected throughout the year.
7. Enhance technology skills through research and presentations.
8. Develop skills in note-taking and outlining guided practice and repetition.
9. Introduce the basic communication skills of listening, speaking, reading, writing, and developing vocabulary in English.
10. Use the structure of the English language in oral expression.
11. Assist those for who English as a second language in developing reading and writing competencies in English
12. Institute the transfer of reading skills from the native language to English.

Materials needed (provided by instructors)

- Three-ring binder with lined paper
- Daily planner/Student organizer
- Pen or pencil

Resource:

Textbook: AGS United States History

Grading Scale

Students will earn their grades based on the following categories of assignments:

- Major Assessments: 40%
- Projects: 15%
- Minor Assessments: 25%
- Homework/Classwork: 20%

Teacher Information

Mrs. Lisa Roberts

Mrs. Rebecca Vives

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL U.S. History I – Unit 1 Geography and Colonial Life</p>	<p>Unit Summary: In this unit, students will study geography and early British colonial life. First, students will compare and contrast the differences among a variety of maps and explain the appropriate use of symbols, coloring and shading, and select maps appropriate for answering questions they have. Students will also study climate and land formations as part of this unit to see how humans and their interaction with land can form unique places. Once an understanding of the geography of the colonies is established, students will study the founding of the British colonies. With both help and resistance from Native Americans, English colonists succeeded in establishing permanent settlements along the Atlantic Coast. The English colonies grew and prospered with little direct interference from the English government from the mid-1600s to the early 1700s creating regionalized economies. 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. It will lead students to reflect on the diversity of groups which settled in the U.S. and the different societies which they established. Additionally, this unit will create an appreciation for the beliefs on which our nation was founded.</p>
<p>Grade Level(s): 9-12</p>	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Geography has a direct influence on the development of cultures, societies, and nations. 2. The relationships of people, places, and environments make places unique and different. 3. A region’s climate and natural resources lead people to interact with the natural world to produce distinctive places. 4. Maps change over time because of human conflict, natural changes in landforms, and people’s interaction with nature. 5. Maps reflect history, politics, and economies as seen in changes following wars, over certain periods of time, and when comparing areas. 6. British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. 7. Gender, property ownership, religion, and legal status affected political rights. 8. Geographic variations (e.g., climate, soil conditions, and other natural resources) influenced economic development in the New World. 9. Economic ideas and the practices of mercantilism and capitalism conflicted during this time period. 10. Natural resources, labor systems (i.e., the use of indentured servants,
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. How do geography and the human environment interact to influence or determine the development of cultures, societies, and nations? 2. What makes places unique and different? 3. How do geography, climate, and natural resources affect the way people live and work? 4. How and why do maps change? 5. How do maps reflect history, politics, and economies? 6. How did British North American colonies adapt the British governance structure? 7. How were political rights 	

<p>determined?</p> <p>8. How do geography, climate, and natural resources affect the way people live and work?</p> <p>9. What economic ideas existed?</p> <p>10. What resources contributed to economic development in the American colonies?</p> <p>11. What consequences existed for Native Americans?</p>	<p>African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.</p> <p>11. Consequences to Native American groups developed because of the loss of their land and people.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Identify the major geographic terminologies and relate to map of the United States.	1. ELL.9-12.V.A.7
2. Identify the major geographic and climate trends related to the seven major regions of the United States.	2. ELL.9-12.V.A.7
3. Identify and locate geographic features associated with the development of the United States.	3. ELL.9-12.V.A.7
4. Identify physical characteristics of places and use this knowledge to define regions, their relationships among regions, and their patterns of change.	4. ELL.9-12.V.A.7
5. Describe the major physical features of the United States and the regions of the world they study.	5. ELL.9-12.V.A.7
6. Label and relate capital cities to states and their locations.	6. ELL.9-12.V.A.7
7. Determine geographic variations in the colonies that caused different economic livelihoods to develop that caused regionalization of goods, services, products, and professions.	7. 6.1.12.B.1.a
8. Map major European exploration routes.	8. ELL.9-12.V.A.7
9. Research Great Britain's colonization of North America.	9. RH.9-10.10
10. Listen to lecture on different types of colonies.	10. ELL.9-12.L.A.2
11. Cite specific textual evidence that illustrate the challenges colonists met in Roanoke, Plymouth and Jamestown.	11. RH.9-10.1
12. Compose a speech urging others on the <i>Mayflower</i> to sign the “Mayflower Compact” while following a scoring rubric to evaluate and improve own writing.	12. ELL.9-12.W.A.10
13. Take notes while viewing <i>Mayflower</i> to summarize key concepts	13. ELL.9-12.V.A.8
14. Interact with classmates to determine what goods were transported via the Columbian Exchange.	14. ELL.9-12.L.A.1
15. Determine what goods were transported via the Columbian Exchange.	15. 6.1.12.C.1.b
16. Compare and contrast the causes and effects of colonization.	16. 6.1.12.C.1.b
17. Compose an argumentative essay regarding the effects of colonization as positive or negative.	17. WHST.9-10.1.a
18. Contrast Native American values versus European values.	18. 6.1.12.C.1.b and 6.1.12.D.1.a
19. Speak in complete sentences when contrasting Native American and European values.	19. ELL.9-12.S.A.4
20. Differentiate the characteristics of the northern British colonies and the agrarian South.	20. 6.1.12.A.1.a
21. Differentiate the colonies based on the culture and economies that developed within.	21. 6.1.12.A.1.a,
22. Analyze how gender, property ownership, religion, and race affected political rights	6.1.12.B.2.a
23. Summarize the consequences to Native American groups regarding their loss of land and people.	22. 6.1.12.A.1.b
24. Reread and self-monitor to improve comprehension when reading <i>Poor Richards Almanac</i> .	23. 6.1.12.D.1.a
	24. ELL.9-12.R.D.2

Inter-Disciplinary Connections:

Language Arts Literacy—Primary Source document response to “Bloody Massacre” engraving.

Art—Critiques of Native American art, including copper portraits and jewelry artifacts

Music—Analyze lyrics of “I Shall Disappear” and “No More Be”

Technology—Microsoft Office Word for typed responses and use of turnitin.com for submitting homework assignments

Math—American Tobacco Imported by England, 1616-1626 chart

Students will engage with the following text:

- AGS: Untied States History (textbook)
- Excerpt from *Poor Richard’s Almanac*
- Native American Songs, “I Shall Disappear” and “No More Be”
- Except from “Mayflower Compact”
- Supplemental readings from *English Explorers: Regions of the United States*
- Supplemental readings from *US History Shorts*

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; allow use of translator.

Students will write:

Cornell Notes: on different types of colonies

Primary Source Document Responses:

Native American Songs, “I Shall Disappear” and “No More Be”

“Mayflower Compact”

Dr. Giampalmi writing prompt: New Jersey colony+Powhattan tribe=...

Reflective Journal entry: Imagine you are A Wampanoag. Describe your initial reactions of the Europeans coming off the *Mayflower*.

Opinion essay: Propose alternatives to using enslaved Africans in the Virginia colony. What other crops might they have planted? What else could they have done with the land?

Timed writing assignment: How did the English pattern of conquest affect their relations with Native Americans?

Picture Prompts: Critique Native American art, including copper portraits and jewelry artifacts

Persuasive Letters: Compose a speech urging others on the *Mayflower* to sign the “Mayflower Compact.”

Writers Notebook: Describe a time you began an experience and was uncertain of how the experience would turn out.

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended

responses; provide graphic organizers, including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist students with brainstorming ideas for writing; provide extra space and lined paper for students with poor or large handwriting; provide sentence starters for writer's notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet; allow use of translator.]

PART III: TRANSFER OF KNOWLEDGE AND SKILLS**DESCRIBE THE LEARNING EXPERIENCE.****How will students uncover content and build skills.**

Direct Class lecture: on geographic variations in the colonies

Cornell Notes: on Native American values

Debate: What is the most important aspect of culture?

Analysis of primary sources: |

Native American Songs, “I Shall Disappear” and “No More Be”

“Mayflower Compact”

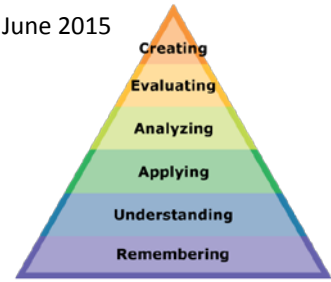
Scenes from *Mayflower*

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; allow use of translator.

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:

Quiz on different types of colonies.
 Homework readings on colonial rights of women and Native American culture.
 Participation in class discussions.
 Written responses on “How did colonial life contrast with our lives today?”
 Writer’s notebook/journal entries on “Explain an experience when you began a new adventure in your life.”
***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter on assessment pages; put fewer questions on each page; allow students to use notes for open-ended questions; provide with a vocabulary key to assist with more difficult readings; allow use of translator.
Suggested for gifted & talented students: Provide supplementary or lengthier readings to increase student knowledge; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components
***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time; after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable; allow use of translator.
Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding.

Performance Assessments:

Create an editorial describing the conditions in Colonial America.
Create a brochure advertising one of the colonies.

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable; allow use of translator.

Suggested for gifted & talented students: Use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding of material.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL U.S. History I– Unit 2- Early Conflicts, Road to Revolution & Revolutionary War</p>	<p>Unit Summary: British expansionistic views brought conflict with the French and Natives which led to the French and Indian War. The relationship between Britain and its colonies became strained as a result of this war. Specifically, debates over 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. The purpose of this unit is to understand why governments are overthrown and how this relates to modern day revolutions around the world.</p>
<p>Grade Level(s): 9-12</p>	
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What were the intellectual origins of the major ideas expressed in the Declaration of Independence? 2. On what beliefs was our government founded? 3. How are governments created, structured, maintained, and changed? 4. What causes people to “revolt”? 5. What are inalienable rights? 6. How does geography influence the development of cultures and societies? 7. What challenges did the colonists meet during the American Revolutionary War? 8. How has the meaning of citizenship evolved? 9. What groups of people led the American Revolution to be successful? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. The European Enlightenment influenced major ideas expressed in the Declaration of Independence. 2. Our government was founded on the principles of fairness, equality, and respect for diversity. 3. Governments can change based on the needs of the people, their society, and their culture. 4. The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions from Britain’s centralization policies and practices. 5. Inalienable rights are rights that cannot be taken away, were announced in our Declaration of Independence, and are protected by our Constitution. 6. The United States has attempted to account for regional differences while also striving to create an American identity. 7. The colonists met the problems of financing the American Revolutionary, especially wartime inflation and profiteering. 8. 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 NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Compare the ideas of the Enlightenment thinkers and writers to the writers of the American Revolution.	1. 6.1.12.A.2.a
2. Participate in a choral reading of the introduction of Declaration of Independence to develop phonemic awareness, oral language, and fluency.	2. ELL.9-12.S.D.1
3. Deduce the causes and effects of the French and Indian War.	3. LA.9-10.RH.9-10.1
4. Listen to identify main ideas and supporting details during a lecture on the French and Indian War.	4. ELL.9-12.L.A.3
5. Locate on a map the territorial possessions in 1763 in North America.	5. 6.1.12.A.1.a
6. Chart how British policies in the colonies changed after 1763.	6. 6.1.12.D.1.a
7. Judge the validity of the argument that the French and Indian War weakened the colonists’ loyalty to Britain.	7. 6.1.12.B.1.a
8. List the grievances the colonists had against England and the laws and policies that caused these grievances.	8. 6.1.12.C.1.a
9. Compose a reflective journal entry while adapting English language on why you would have or would have not joined the rebellion.	9. ELL.9-12.S.C.1
10. Explain the effects of British laws on the economic and political stability in New Jersey.	10. 6.1.12.C.1.a
11. Summarize the circumstances surrounding the Boston Tea Party and how it contributed to the slide into revolution.	11. 6.1.12.C.1.a
12. Critique the historical accuracy of Paul Revere’s “Boston Massacre” and recognize it as a persuasive print.	12. ELL.9-12.V.A.10
13. Compose a historical narrative that explains the revolution while focusing on using advanced, varied word choice to elaborate on a topic.	13. ELL.9-12.S.C.6
14. List the activities and recommendations of the Stamp Act Congress, the First Continental Congress, the Second Continental Congress, and show how these led to eventual independence.	14. 6.1.12.C.1.a
15. Read Bridge’s <i>American Revolution</i> tiered readings orally and silently with comprehension and fluency.	15. ELL.9-12.R.D.4
16. Utilize Thomas Paine’s <i>Common Sense</i> as a mentor text exemplifying persuasive writing.	16. ELL.9-12.S.B.1
17. While reading Thomas Paine’s <i>Common Sense</i> ask a variety of questions for clarification.	17. 6.1.12.C.1.a
18. Highlight the Patriots’ motivations and decisions to join the rebellion.	18. 6.1.12.A.2.b LA.9-10.RH.9-10.5
19. Distinguish the main ideas of the Declaration of Independence and why the men who signed it took such a great risk.	19. LA.9-10.RH.9-10.1
20. Cite differences amongst the British and American strengths and weaknesses during the Revolution.	20. 6.1.12.A.2.a
	21. 6.1.12.A.2.a, 6.1.12.A.2.b
	22. 6.1.12.A.2.a
	23. 6.1.12.C.2.a, LA.9-10.RH.9-10.6
	24. 6.1.12.C.2.b
	25. 6.1.12.A.2.a, LA.9-10.WHST.9-10.9
	26. 6.1.12.A.2.c, LA.9-10.RH.9-10.3

<ol style="list-style-type: none"> 21. Give examples of problems with financing the war and dealing with wartime inflation and profiteering. 22. Analyze the contributions and perspectives of African Americans, Native Americans, and women during the Revolution. 23. Prepare a battle chart showing the major campaigns and battles; including notable conflicts in New Jersey during the Revolutionary War. 24. Explain why George Washington was central to America’s successful effort in winning independence. 25. Deduce the provisions of the Treaty of Paris, 1783. 26. Review the immediate and long-term significance of the American Revolution on America and New Jersey. 27. Discuss whether the American Revolution was really a revolution while focusing on supporting a position with organized and appropriate details. 28. Apply rules for whole class discussion when discussing whether the American Revolution was really a revolution or not. 	<ol style="list-style-type: none"> 27. ELL.9-12.S.A.6 28. ELL.9-12.S.A.1
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Inter-Disciplinary Connections:

Language Arts Literacy—Responding and analyzing primary source documents
Art—Critique the historical accuracy of Paul Revere’s “Boston Massacre.”
Technology—Utilize LMC databases, Microsoft Office PowerPoint, Publisher and Word for formal presentations. Also utilize turnitin.com to submit formal writing.
Music—Lyrics and playing of School House Rock: “Fireworks,” “Shot Heard Round the World,” and “Preamble” and “Too Late to Apologize” video
Math—Interpretation of chart on “Tea Imported from England 1764-1775”

Students will engage with the following text:

- AGS: Untied States History (textbook)
- Excerpts from the Declaration of Independence
- “Introduction,” *Common Sense*, Thomas Paine
- Letters between John and Abigail Adams excerpts
- Supplemental readings from *US History Shorts*
- Storypath’s *The Struggle for Independence* activities
- Bridge’s *American Revolution* tiered readings

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, formulate/ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; pre-teach vocabulary for readings or provide a vocabulary sheet to accompany readings to help ensure understanding, allow use of translator.

Students will write:

Cornell Notes: on problems of financing the war

Primary Source Document Responses to:

Parts of the Declaration of Independence

Henry Wadsworth Longfellow's, "Paul Revere's Ride,"

Common Sense

Letters between John and Abigail Adams

Dr. Giampalmi writing prompts: George Washington + facebook=

Reflective Journal entry: What reasons would some colonists have had to not join the rebellion? Have you ever taken an unpopular stance amongst your friends?

Opinion essay: Specifically, how would America be different today if the American Revolution had not occurred when it had?

Picture Prompts: *Boston Tea Party* painting

Persuasive Letters: Write a speech to the Sons of Liberty calling for an organized attack on British tea.

Writers Notebook: Have students write a historical narrative that explains the revolution from the point of view of a woman, child, African American or any other person of their choosing.

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; give checklists or step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; use graphic organizers to help students brainstorm and organize their writing; allow students to type responses if possible; grade on content not spelling/grammar/mechanics; provide extra space and lined paper for students with poor or large handwriting; allow use of translator.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on French and Indian War

Cornell Notes: on problems financing the war

Debate: on was the American Revolution really a revolution?

Analysis of primary sources:

Parts of the Declaration of Independence

Henry Wadsworth Longfellow's, "Paul Revere's Ride,"

Excerpts from *Common Sense*

Letters between John and Abigail Adams

Supplemental resources:

British v. Colonies Advantages/Disadvantages handout

Proclamation of 1763 map

Battle Maps Daily Activity Handout

Facts About the Revolution Handout

Mercantilism in the Colonies Handout

Boycotting Tea Visual Learning Activity

Secondary Sources (other than text book):

Red Bank Battlefield Re-enactment Courier Post article reading and reaction

"New Jersey a Key Player During the Revolution" *Courier Post* article

"Common Sense' author lived in S.J." article in *Courier Post*

Supplemental readings from *US History Shorts*

Storypath's *The Struggle for Independence* activities

Bridge's *American Revolution* tiered readings

Small group cooperative learning:

Jackdaw Kits—American Revolution kit to explore primary source documents

Boston Tea Party play

Pair-share on British and American strengths and weaknesses

Suggested Film Clip: *America the Story of US: Part 1, Rebels*

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with some discussion questions in advance so that they can formulate answers and contribute to discussions more effectively; pre-teach necessary vocabulary and essential skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; provide students with guided notes or copies of notes; provide guiding questions for reading assignments to increase comprehension and retention; break lectures into small portions and check for understanding after each section; use graphic organizers; chunk assignments into smaller portions; allow use of translator.

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:

Test on Revolutionary War.

Homework readings from *US History Shorts*.

Participation in class discussion on Was the American Revolution really a revolution?

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter on assessment pages; put fewer questions on each page; allow students to use notes for open-ended questions; provide a vocabulary key to assist with more difficult readings, allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper/more comprehensive understanding.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open-ended items; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions (give over multiple days if necessary); reduced number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding.

Performance Assessments:

Timeline of major events at phase in the war. Could include events leading up to the war or key battles/events during the war.

So You Want to Start a Revolution? – Students will create a revolution between two fictional countries.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Unit 3 - Life in the New Nation and Constitution</p>	<p>Unit Summary: Following the Revolutionary War, the national government under the Articles of Confederation was weak, and political power rested mostly with the states. The states debated and then approved the new Constitution and a Bill of Rights soon was added to protect individual liberties. President Washington led the effort to create an effective federal government that would earn the respect of the American people and of other nations. Following Washington’s Presidency, Adams dealt with an impending war with France and a young country in which party differences were growing wider and wider. The purpose of this unit is to understand the origins of political parties, the limits of Presidential power, and Constitutional rights.</p>
<p>Grade Level(s): 9-12</p>	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> Governments can change based on the needs of the people, their society, and their culture. Societies require rules, laws, and government. A system of checks and balances and a Bill of Rights ensures that American rights are not trampled on by a government. The Constitution was modeled on Enlightenment ideas and state constitutions in place following the Revolutionary War. Differing views on the flexibility of the Constitution and the relationship between a government and individual liberties that are still echoed in modern political parties. Judicial review made the Supreme Court an influential branch of government and has increased the national power of the government. The Northwest Ordinance created a system regarding the acquisition of western lands. America’s foreign policy has been determined by the needs of national interest.
<p>Essential Question(s):</p> <ol style="list-style-type: none"> How are governments created, structured, maintained, and changed? What would happen if we didn’t have rules and laws? How do governments balance the rights of individuals with the common good? How did the 1776 New Jersey Constitution impact the development of the United States Constitution? What were the arguments of the early political parties? How did judicial review make the Supreme Court an influential branch of government? How effective were the Articles of Confederation? To what extent was America’s foreign policy influenced by perceived national interest? 	

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Identify and describe the central ideas in the Articles of Confederation.	1. ELL.9-12.R.G.9
2. Uncover the weaknesses of the Articles of Confederation.	2. 6.1.12.A.2.c
3. Listen to and summarize a lecture on the Articles of Confederation.	3. ELL.9-12.L.B.6
4. Characterize the first New Jersey. State Constitution of 1776.	4. 6.1.12.A.2.c
5. Deduce why executive powers were in the state constitutions and not in the Articles of Confederation.	5. 6.1.12.A.2.c
6. Use prior knowledge from previous units to deduce why executive powers were in the state constitutions and not in the Articles of Confederation	6. ELL.9-12.R.E.4
7. Visualize how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 set the pattern for western settlement.	7. 6.1.12.B.2.b
8. Using pictures and context clues, visualize how the Land Ordinance of 1785 and the Northwest Ordinance of 1787 set the pattern for western settlement.	8. ELL.9-12.R.F.1
9. Determine how Shays Rebellion spurred change in our national government.	9. 6.1.12.A.2.c
10. Chronicle the steps to a Constitutional Convention.	10. 6.1.12.A.2.c
11. Sequence stories and put the steps to a Constitutional Convention into pictures while addressing developmental appropriate spelling.	11. ELL.9-12.W.A.2
12. Indicate how the new Constitution corrected the defects of the Articles of Confederation.	12. ELL.9-12.W.B.4
13. Support how the new Constitution corrected the defects of the Articles of Confederation with facts and examples or explanations in a logical sequence.	13. 6.1.12.A.2.d
14. Enumerate the three most important compromises at the Constitutional Convention.	14. 6.1.12.A.2.d
15. Describe the debate for and against the Constitution and the arguments of each side.	15. 6.1.12.A.2.d
16. Verbally explain why the Bill of Rights became a necessity.	16. 6.1.12.A.2.b, ELL.9-12.S.A.7
17. Use teacher suggestions and rubrics to revise delivery of verbal explanation on why the Bill of Rights became a necessity.	17. ELL.9-12.S.D.10
18. Interpret the Preamble of the United States Constitution.	18. 6.1.12.A.2.b, LA.9-10.R.CCR.5
19. Recognize the need to seek assistance of teachers and other resources when reading the Preamble of the United States Constitution.	19. ELL.9-12.R.E.1
20. Use a task-appropriate graphic organizer for memory retention and comprehension of the beliefs of the Federalists and Anti-Federalists.	20. ELL.9-12.R.E.3
21. Contrast the beliefs of the Federalists and Anti-Federalists.	21. 6.1.12.A.2.f
22. Research current controversies regarding the Constitution.	22. 6.1.12.A.3.d
23. Use a word-processing software to compose, revise, and edit writing on a current controversy regarding the Constitution.	23. ELL.9-12.W.A.4
24. Write about a current controversy regarding the Constitution while using punctuation correctly in sentences.	24. ELL.9-12.W.C.2
25. Judge the balance of power among the federal branches of government.	25. 6.1.12.B.2.a
26. Trace how a bill becomes a law.	26. 6.1.12.A.3.g
27. Understand the importance of the Electoral College in Presidential elections.	27. 6.1.12.A.2.b
28. Utilizing maps and charts deduce the importance of the Electoral College.	28. ELL.9-12.V.A.4
	29. 6.1.12.A.2.e
	30. ELL.9-12.L.B.3
	31. 6.1.12.A.2.f
	32. 6.1.12.D.2.d, LA.9-10.RH.9-10.2
	33. ELL.9-12.S.D.2
	34. LA.9-10.R.CCR.1

<p>29. Analyze important Supreme Court decisions from the early republic and recent history.</p> <p>30. Ask pertinent questions, take notes, and draw conclusions based on information presented on important Supreme Court cases.</p> <p>31. Compare and contrast the views of Jefferson and Hamilton.</p> <p>32. Describe the problems the United States had with France, England and Spain in the 1790s.</p> <p>33. Read aloud from texts, namely “Washington’s Address,” with attention to expression.</p> <p>34. Analyze Washington's Farewell Address.</p> <p>35. Read textbook selections independently and silently to prepare to compare and contrast the United States' reaction to the Alien and Sedition Acts and the resultant VA and KY Resolutions.</p> <p>36. Compare and contrast the United States' reaction to the XYZ Affair.</p> <p>37. Discuss the constitutionality of the Alien and Sedition Acts.</p> <p>38. Analyze how the Alien and Sedition Acts reflect the historical events of the time.</p> <p>39. Debate the authority of the VA and KY Resolutions.</p>	<p>35. ELL.9-12.R.D.1</p> <p>36. 6.1.12.D.2.d</p> <p>37. 6.1.12.D.2.d</p> <p>38. ELL.9-12.R.G.4</p> <p>39. 6.1.12.D.2.d</p>
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Inter-Disciplinary Connections:

Language Arts Literacy—Primary source document response to Constitution’s Preamble
Art—Analyzing political cartoon of William Pitt and Napoleon Carving up the World
Technology—Utilizing LMC online databases to research current events connected to the Constitution and then publishing them in a Microsoft Office Publisher form
Math—Northwest Ordinance’s use of a grid system when acquiring new lands will be analyzed

Students will engage with the following text:

-- AGS: Untied States History (textbook)
 -- Constitution’s Preamble
 -- Letters from Washington to Jefferson and Hamilton
 -- Adams reflections on the Alien and Sedition Acts
 -- Federalists and Anti-federalist paper excerpts
 -- Washington’s *Farwell Address*

Suggested Accommodations/Modifications for Reading:
 Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; allow use of translator.

Students will write:

Cornell Notes: on the conflicts within Washington’s cabinet

Primary Source Document Responses:

Political cartoon of Jefferson and Hamilton fighting with Washington in the middle

Constitution’s Preamble

Letters from Washington to Jefferson and Hamilton

Adams reflections on the Alien and Sedition Acts

Federalists and Anti-federalist paper excerpts

Washington’s *Farwell Address*.

Dr. Giampalmi writing prompt: Constitution-Bill of Rights=...

Reflective Journal entry: What current event do you feel strongest about?

Opinion essay: Is the Electoral College a necessity?

Timed writing assignment: Why was it necessary for the Constitution to have a Bill of Rights?

Picture Prompts: Political cartoon of William Pitt and Napoleon carving up the world.

Persuasive Letters: Write an editorial discussing whether we should we have a term limit for presidents and other elected officials.

Writers Notebook: Does America have a model government for the world? What should it be praised for? What are its weaknesses?

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers, including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist students with brainstorming ideas for writing; provide extra space and lined paper for students with poor or large handwriting; provide sentence starters for writer’s notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet; allow use of translator.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on Articles of Confederation

Cornell Notes: on current controversies regarding the Constitution.

Debates: Suggested topic: Who would you have sided with, Jefferson or Hamilton?

Analysis of primary sources:

Political cartoon of Jefferson and Hamilton fighting with Washington in the middle

Letters from Washington to Jefferson and Hamilton excerpts

Adams reflections on the Alien and Sedition Acts excerpt

Federalists and Anti-federalist paper excerpts

Washington's Farwell Address excerpt

Secondary Sources (other than text book): "What Are the Arguments Made in Favor--And Against--the Electoral College?" (excerpts) by Nathaniel Bates

Small group cooperative learning: "Acting on the Bill of Rights" from North Carolina Civic Education Consortium

Supplemental materials:

Foreign Affairs graphic organizer

Delegated, reserved, and concurrent powers Venn diagram

National Constitution Center Webquest

Timed Electoral College reading and corresponding questions

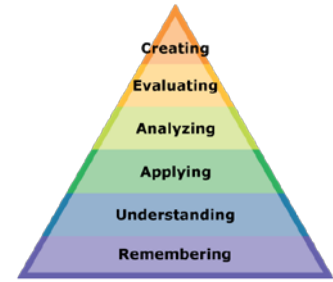
Suggested Film: *10 Days that Unexpectedly Changed America: Shays' Rebellion: America's First Civil War*

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; allow use of translator.

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, Biographies, Homework, Participation, Discussion, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter on assessment pages; put fewer questions on each page; allow students to use notes for open-ended questions; provide a vocabulary key to assist with more difficult readings; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time; after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open-ended items; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions (give over multiple days if necessary); reduced number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide essay choices that require more detail and deeper understanding.

Performance Assessments:

Research a current event connected to the Constitution and publish research in a Microsoft Office Publisher form.

Six Panel Comic Strip describing the change from the Articles of Confederation to the Constitution.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL USI–Unit 4— Experimental and Period of Growth</p>	<p>Unit Summary: President Jefferson sought to reduce the power of the federal government, but he also demonstrated the government’s power when he purchased new lands and restricted foreign trade. As the United States continued to expand into Native American lands, Indians responded in various ways, ranging from acceptance to war.</p>
<p>Grade Level(s): 9-12</p>	<p>Americans emerged from the War of 1812 with a new sense of national pride, but economic and moral conflicts continued to trouble the country. By the early 1800s, the culture, religion, and social practices of Americans adapted to meet the challenges of a new and growing nation. In the early years of the republic, many people traveled west over the Appalachians to settle across the continent from the Ohio and Mississippi valleys to the Great Salt Lake and Pacific Coast.</p> <p>As America expanded, following a war with Mexico, so too did industry, banking and transportation. Jackson’s presidency, strengthened by the political power of voters and of the West, brought about a more limited government, and revived the two party system.</p> <p>Amidst the growth of the nation, reformers urged Americans to improve themselves and society; they set out to battle social problems, namely, slavery and women’s rights.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What expectations were held of women in 18th century society? 2. What goals did anti-slavery movements have? 3. What influence did Manifest Destiny have on foreign policy during different periods of American history? 4. How did the American government treat Native Americans? 5. What success did reform movements have in the nation during the antebellum period? 6. What rationales provided justification for slavery? 7. What impact did the 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. Although women were expected to concentrate their efforts in the home, some women organized a women's rights movement in the 1840s. 2. A small group of both black and white leaders committed to antislavery emerged in the mid 1800s. They used a variety of tactics to combat slavery, facing great dangers in their struggles. 3. The borders of America expanded through the Louisiana Purchase and the War with Mexico. 4. The United States government created treaties and policies that led to the Native American migration and removal from desirable land. 5. During the 1800s, abolition, women’s rights, and temperance movements made strides toward reform. 6. Economic profits, traditions, and racism led many to continue to support the enslavement of African Americans. 7. The <i>Amistad</i> case lends much support to the cause of the abolitionists. 8. The rise of industry, banking, and transportation helped the United States and New Jersey’s economies expand rapidly. 9. Expansion of American industries and its political boundaries led to a greater demand for slave labor in the South and new labor types, including miners and factory workers. 10. American reform movements and the expansion of American boundaries

<p>Amistad case have on the anti-slavery movement?</p> <p>8. How did technological developments transform national and local economies?</p> <p>9. How did expansion create hardships for some and hardships for others?</p> <p>10. What effects did the religious and social movements have on the development of American culture, literature, and art?</p>	<p>and industry are reflected in the literature and art of 19th century Americans.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Outline Adams' attempt to expand Federalist rule into Jefferson's presidency.	1. 6.1.12.A.2.f
2. Read for the purpose of gaining content on how Adams attempted to expand Federalist rule into Jefferson's presidency.	2. ELL.9-12.R.D.3
3. Give examples of how Jefferson tried to solve our trade problems with England and France.	3. 6.1.12.C.2.b
4. Participate in classroom discussion on how Jefferson tried to solve our trade problems with England and France.	4. ELL.9-12.S.B.10
5. Evaluate the effectiveness of the Embargo Act.	5. ELL.9-12.S.D.7
6. Read aloud with fluency when reading texts that assist in evaluating the effectiveness of the Embargo Act.	6. 6.1.12.D.2.c; RH.9-10.9
7. Recognize the significance of the <i>Marbury v. Madison</i> court case.	7. 6.1.12.A.2.e
8. Use common textual features, such as paragraphs and topic sentences, to assist in reading texts related to <i>Marbury v. Madison</i> .	8. ELL.9-12.R.A.2
9. Summarize the circumstances surrounding the purchase of Louisiana.	9. 6.1.12.A.3.b
10. Use basic reading skills such as skimming, scanning, previewing and reviewing to pre read texts related to the purchase of Louisiana.	10. ELL.9-12.R.A.2
11. Chronicle the journey of Lewis and Clark and their accomplishments.	11. 6.1.12.A.3.b
12. Discuss why the War of 1812 is sometimes called the "Second War for Independence."	12. 6.1.12.A.3.c, ELL.9-12.S.B.3
13. Draw conclusions and make inferences from the text to discuss why the War of 1812 is sometimes called the "Second War for Independence."	13. ELL.9-12.R.G.8
14. Evaluate the effects of the Treaty of Ghent and the war as a whole.	14. 6.1.12.A.3.c
15. Take notes as a teacher presents information related to the Treaty of Ghent.	15. ELL.9-12.W.B.2
16. Describe the issues that led to the Missouri Compromise.	16. 6.1.12.D.3.c
17. Write legibly in manuscript or cursive when describing the issues that led to the Missouri Compromise.	17. ELL.9-12.W.C.6
18. Detail why 1816 to 1825 is referred to as the "Era of Good Feeling."	18. 6.1.12.C.3.b
19. Ask pertinent questions, take notes, and draw conclusions based on information presented regarding the period of 1816 to 1825 to detail why that period is referred to as the "Era of Good Feeling."	19. ELL.9-12.L.B.3
20. Evaluate the impact of Marshall and his decisions on the Supreme Court.	20. 6.1.12.A.3.d
21. Practice visualizing techniques before, during, and after reading to assist with content related to Judge Marshall.	21. ELL.9-12.R.E.2
22. Evaluate the impact of the Transcendentalist movement on the reform movements of the antebellum North.	22. 6.1.12.D.3.e
23. Recall information when listening to stories and poems related to the Transcendentalism movement.	23. ELL.9-12.L.B.2
24. Describe the impact of the writings of Emerson and Thoreau on American culture.	24. 6.1.12.D.3.e; RH.9-10.5
25. Recall information from listening to story excerpts by Emerson and Thoreau.	25. ELL.9-12.L.B.2
26. Explain how the efforts of Horace Mann and Noah Webster transformed American education.	26. 6.1.12.D.3.d
	27. 6.1.12.A.3.f
	28. ELL.9-12.S.C.1
	29. 6.1.12.A.3.f
	30. ELL.9-12.S.C.3
	31. 6.1.12.A.3.f
	32. ELL.9-12.S.D.3
	33. 6.1.12.A.3.f
	34. ELL.9-12.S.D.4

<p>27. Paraphrase the efforts to reform prisons.</p> <p>28. Use new vocabulary from content area material when paraphrasing the effort to reform prisons.</p> <p>29. Explain the impact of <i>Uncle Tom’s Cabin</i> on the slavery issue.</p> <p>30. Use Standard English appropriately when explaining the impact of <i>Uncle Tom’s Cabin</i>.</p> <p>31. Explain the efforts of the Abolitionist movement to become a political force.</p> <p>32. Read aloud from developmentally appropriate texts to become familiar with the Abolitionist movement.</p> <p>33. Appraise the activities of the Underground Railroad.</p> <p>34. Use notes, or other memory aids, to verbally discuss the Underground Railroad.</p> <p>35. Describe the role of New Jersey in helping Africans escape their enslavement.</p> <p>36. Judge if the <i>Amistad</i> case did or did not help to undermine slavery in the United States.</p> <p>37. Discuss the efforts made at the Seneca Falls Convention to organize the struggle for women’s equality.</p> <p>38. Select and use vocabulary related to the unit to discuss the Seneca Falls Convention.</p> <p>39. Determine the meaning of the Seneca Falls Declaration of Sentiments and Resolutions, 1848.</p> <p>40. Compare and contrast John Quincy Adams and Andrew Jackson as politicians and as men.</p> <p>41. Use descriptive words to describe Adams and Jackson as politicians and as men.</p> <p>42. Describe how Jackson was representative of the “Common Man.”</p> <p>43. Examine the election of 1824 and the resultant “Corrupt Bargain.”</p> <p>44. Identify Jackson’s policies and attitude toward the Indians.</p> <p>45. Determine push and pull factors to the Midwest and the West Coast</p> <p>46. Relate westward expansion to one’s own travel to the United States.</p>	<p>35. 6.1.12.D.2.e</p> <p>36. 6.1.12.A.3.i; RI.9-10.1</p> <p>37. 6.1.12.D.2.d</p> <p>38. ELL.9-12.S.C.7</p> <p>39. LA.9-10.4</p> <p>40. 6.1.12.A.2.f</p> <p>41. ELL.9-12.S.C.4</p> <p>42. 6.1.12.A.2.f, ELL.9-12.R.F.4</p> <p>43. 6.1.12.A.2.f, ELL.9-12.R.F.4</p> <p>44. 6.1.12.A.3.e</p> <p>45. 6.1.12.A.3.a</p> <p>46. ELL.9-12.S.A.3</p>
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Inter-Disciplinary Connections:

<p>Language Arts Literacy—Reading and responding to primary and secondary sources</p> <p>Technology—Creation of moviemaker or photostory highlighting one’s own migration to the United States</p> <p>Math—Analysis of Louisiana Purchase map, Slave Population Chart from 1790-1860, Missouri Compromise map and Compromise of 1850 map</p> <p>Music—Analysis of <i>Star Spangled Banner, 1814</i></p>

Students will engage with the following text:

<p>--AGS: Untied States History (textbook)</p> <p>-- “Mad Tom in a Rage” political cartoon</p> <p>--letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration</p> <p>-- “The Present State of our Country” political cartoon on the War of 1812</p> <p>--<i>Star Spangled Banner, 1814</i></p> <p>--Seneca Falls Declaration of Sentiments and Resolutions, 1848</p>

- Excerpts from the journals of Lewis and Clark
- “King Andrew the First” political cartoon
- Excerpt from “Jackson’s message to Congress on Indian Policy.”

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; allow use of translator.

Students will write:

Cornell Notes: on Westward push and pull factors

Primary Source Document Responses:

“Mad Tom in a Rage” political cartoon

Letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration

“The Present State of our Country” political cartoon on the War of 1812

Star Spangled Banner, 1814

Seneca Falls Declaration of Sentiments and Resolutions, 1848

Excerpts from the journals of Lewis and Clark

“King Andrew the First” political cartoon

Excerpt from “Jackson’s message to Congress on Indian Policy”

Dr. Giampalmi writing prompts: Underground Railroad –Harriet Tubman=...

Reflective Journal entry: How do you think your experience in coming to America is similar and different to that of those who moved west in America.

Opinion essay: What opposition do you think women faced when they wanted to obtain an education? Explain your answer?

Timed writing assignment: What impact did *Uncle Tom’s Cabin* have on the abolition movement?

Persuasive Letters: Write an editorial reflecting on Jackson’s Native American policy.

Writers Notebook: What is acceptable in society today that you do not feel is acceptable? Or what is not accepted in society today that you feel should be?

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers, including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist students with brainstorming ideas for writing; provide extra space and lined paper for students with poor or large handwriting; provide sentence starters for writer’s notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet; allow use of translator.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on Jackson’s presidency

Cornell Notes: on the significance of the *Treaty of Ghent*

Analysis of primary sources:

“Mad Tom in a Rage” political cartoon

letter from Mrs. Samuel Harrison Smith to sister describing President Jackson’s inauguration

“The Present State of our Country” political cartoon on the War of 1812

Star Spangled Banner, 1814,

Seneca Falls Declaration of Sentiments and Resolutions, 1848

Excerpts from the journals of Lewis and Clark

“King Andrew the First” political cartoon

Excerpt from “Jackson’s message to Congress on Indian Policy”

Secondary Sources (other than text book):

US History Shorts

Oregon Trail Supplement

Supplemental materials: Storypath’s *Oregon Trail* activities

Suggested Films:

Scenes from *a Night at the Museum*

Scenes from *Amistad*

Scenes from *The Alamo*

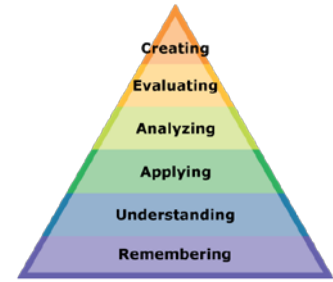
America: The Story of US: Westward episode

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with discussion questions in advance so that they can formulate answers and contribute to discussions more effectively; pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; allow use of translator.

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, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter; put fewer question on each page; allow students to use notes for open-ended questions; use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open-ended items; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions (give over multiple days if necessary); reduced number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide essay choices that require more detail and deeper understanding.

Performance Assessments:

Poster project highlighting a trail west, what problems one would encounter, what motivated one to move, and what supplies would be needed on the trail west.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide project choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL US History I Unit 5 – Road to Civil War, Civil War & Reconstruction</p>	<p>Unit Summary: The Civil War took place because the southern states felt that they could no longer tolerate their status as members of the Union because of their lack of representation in the executive and legislative branches. Lincoln’s election led the southern states to secede, tensions escalated quickly, which resulted in the firing upon Fort Sumter.</p>
<p>Grade Level(s): 9-12</p>	<p>Following the bloodiest war in the western world in the nineteenth century, enslaved African Americans gained their freedom, while the federal government became a strong force in citizens’ lives.</p> <p>Though the outcome of the Civil War cemented the Union, the years that followed plunged the nation into Reconstruction. While African Americans obtained their liberty and southern society was transformed, Reconstruction involved a redefinition of social, economic, and political relationships between the North and the South as well as between the races.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> 1. What were the prevailing attitudes, socioeconomic factors, and government actions in the North and South that led to the Civil War? 2. How did ideas found in key documents contribute to demanding equality for all? 3. How did political and military leadership affect the outcome of the Civil War? 4. How effective were the 13th, 14th, and 15th Amendments in obtaining equality for African Americans? 5. How did geography, improved military strategy, and new modes of transportation affect the outcome of the Civil War? 6. What impact did population shifts and migration patterns have on the 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> 1. There were specific attitudes, socioeconomic factors, and government actions, including the Fugitive Slave Act, Dred Scott, and secession, that led to the Civil War. 2. Documents such as the Declaration of Independence, Seneca Falls Declaration of Sentiments and Resolution, Emancipation Proclamation, and the Gettysburg Address contributed to demanding equal rights for all. 3. The political and military leadership in both the North and South affected how the Civil War was carried out. 4. The 13th, 14th, and 15th Amendments sought to obtain citizenship and equality for African Americans during Reconstruction. 5. Geography, improved military strategies, and new modes of transportation had a great impact on the outcome of the Civil War. 6. Population shifts and migration patterns impacted the country during the Reconstruction period. 7. Economics played a large part in enabling the North and South to wage war. 8. In the North and South, immediate and long-term effects of the Civil War impacted their economies. 9. The Civil War cost America more than any previous conflict in the country’s past. 10. The African Americans living in the Union and Confederate states during the war played significant roles. 11. The American Civil War and other current civil wars in the world have interfered in people’s lives and work. 12. Reconstruction policies sought to reunite the country after the Civil War tore the country in two.

<p>country during the Reconstruction period?</p> <p>7. What role did economics play in enabling the North and South to wage war?</p> <p>8. How were the immediate and long-term effects of the Civil War different in the North and South?</p> <p>9. Why was the Civil War more costly to America than previous conflicts?</p> <p>10. What role did African Americans play in the Union and Confederate states during the Civil War?</p> <p>11. What consequences for people's lives and employment were direct effects of the American Civil War?</p> <p>12. Were Reconstruction policies effective in reuniting the country?</p> <p>13. How did conflicting political, economic, social, and sectional perspectives on Reconstruction lead to resistance of some Southern individuals and states?</p> <p>14. How did the Civil War and the 14th Amendment impact the development of the country and the relationships between the national and state governments?</p>	<p>13. Differing perspectives in the South led to resistance by states and individuals during Reconstruction.</p> <p>14. The Civil War and 14th Amendment impacted the development of the country and the relationship between federal and state governments.</p>
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Detail the significance of the First Battle of Bull Run.	1.6.1.12.B.4.a
2. Use varied sentence structure to describe the First Battle of Bull Run.	2.ELL.9-12.S.C.5
3. Describe how the North and South prepared for the war.	3.6.1.12.A.4.c
4. Use a visual aid, such as charts and graphs, to verbalize the North and South’s advantages and disadvantages.	4.ELL.9-12.S.D.6
5. Evaluate the effectiveness of General Lee’s battle strategies.	5.6.1.12.A.4.c, R.I.9-
6. Discover how the Emancipation Proclamation affected both the North and the South.	10.3
7. Become familiar with specific vocabulary, related to the Civil War.	6.6.1.12.A.4.b, R.I.9-
8. Summarize the importance of the battles to the West.	10.9
9. Explain why the <i>Monitor</i> and the <i>Merrimack</i> made traditional warships obsolete.	7.ELL.9-12.R.F.5
10. Read and comprehend materials appropriate to independent reading levels regarding the Civil War.	8.6.1.12.B.4.a
11. Discuss the importance of conscription being used for the first time during the Civil War.	9.6.1.12.B.4.a
12. Describe the causes and effects of African Americans joining the Union army.	10. ELL.9-12.R.G.2
13. Distinguish causes and effects in interpreting text related to African Americans joining the Union army.	11. 6.1.12.A.4.a
14. List the kinds of hardships that befell the North and South during the war.	12. 6.1.12.D.4.a
15. Identify the importance of Lee’s victories at Fredericksburg and Chancellorsville.	13. ELL.9-125.R.G.5
16. Describe how the Battles of Gettysburg and Vicksburg turned the tide of the war.	14. 6.1.12.A.4.a
17. Summarize the message of Lincoln’s “Gettysburg Address.”	15. 6.1.12.A.4.c
18. Observe and reproduce teacher modeled writing related to the “Gettysburg Address.”	16. 6.1.12.A.4.c
19. Chart General Grant’s strategy for defeating the South.	17. 6.1.12.A.4.b, R.I.9-
20. Use capital letters correctly in sentences for proper names and in titles when writing about the issues and results of the Election of 1864.	10.9
21. Review the issues and results of the Election of 1864.	18. ELL.9-12.W.A.2
22. Explain the reasons why John Wilkes Booth shot and killed President Lincoln.	19. 6.1.12.A.4.c
23. Utilize a historical non-fiction account to assist with understanding the chronology of the assassination of Lincoln.	20. ELL.9-12.W.C.3
24. Understand how the South was finally defeated on the battlefield.	21. 6.1.12.A.4.c
25. Detail how the war might have been different had Lincoln appointed Grant as the leader of Union forces in 1861.	22. 6.1.12.D.4.d
26. Analyze the similarities and differences between Lincoln and Johnson’s Reconstruction plans.	23. ELL.9-12.R.G.3
27. Use a task-appropriate graphic organizer for memory retention and comprehension related to Lincoln and Johnson’s Reconstruction plans.	24. 6.1.12.A.4.c
28. Explain how the newly freed slaves began to rebuild their lives during	25. 6.1.12.A.4.c
	26. 6.1.12.D.4.c
	27. ELL.9-12.R.E.3
	28. 6.1.12.D.4.e
	29. 6.1.12.D.4.e
	30. ELL.9-12.V.A.6
	31. 6.1.12.D.4.c
	32. 6.1.12.D.4.e
	33. 6.1.12.A.5.a, R.I.9-
	10.4

<p>Reconstruction.</p> <p>29. Examine the relationship of the black codes to the Fourteenth Amendment.</p> <p>30. Identify the central theme and main idea in different media that visualizes the black codes of the late 19th century and early 20th century.</p> <p>31. Analyze the differences between Johnson and Congress' Reconstruction plans.</p> <p>32. Describe the significance of the 15th Amendment.</p> <p>33. Explore how the growth of cities and industry began to change the South's economy after the war.</p> <p>34. Examine how the end of slavery changed agriculture in the South.</p> <p>35. Take notes as a teacher presents information related to how the end of slavery changed agriculture in the South.</p> <p>36. Explain what brought about the end of Reconstruction.</p> <p>37. Identify tactics used by the Ku Klux Klan to spread terror throughout the South.</p> <p>38. Utilize media to illustrate how the Ku Klux Klan spread terror throughout the South.</p> <p>39. Review the major successes and failures of Reconstruction.</p> <p>40. List the immediate and long-term effects of the Civil War on the economies of the North and South.</p> <p>41. Describe why the Civil War was more costly to America than previous conflicts were.</p> <p>42. Relate the American Civil War to conflicts in home countries.</p>	<p>34. 6.1.12.A.5.c</p> <p>35. ELL.9-12.V.A.8</p> <p>36. 6.1.12.B.4.b</p> <p>37. 6.1.12.A.5.c</p> <p>38. ELL.9-12.V.A.11</p> <p>39. 6.1.12.D.4.e, 6.1.12.A.5.c</p> <p>40. 6.1.12.C.4.b</p> <p>41. 6.1.12.C.4.c</p> <p>42. 6.1.12.D.4.b, ELL.9-12.S.A.3</p>
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Inter-Disciplinary Connections:

Language Arts Literacy—Reading and responding to primary and secondary sources

Technology—Create a Photo-Story highlighting the photography during the Civil War

Math—Analysis and interpretation of graphs (African Americans elected to US Congress, Confederate Dollars Equivalent to 100 Union Dollars Worth of Gold, etc.) and Gettysburg & Vicksburg battle strategy maps.

Students will engage with the following text:

- AGS United States History
- Excerpt from "House Divided" speech, 1858, Lincoln
- African American quotes/perspectives on joining the war effort (Frederick Douglass)
- Matthew Brady's photography of the Civil War, analyzing pictures
- "Gettysburg Address" Lincoln, 1863
- "Lee surrenders at Appomattox Courthouse" painting
- "Emancipation Proclamation" excerpts
- "Memoirs" of William T. Sherman excerpts
- Thaddeus Stevens' speech regarding Voting Rights in 1867
- "Carpetbagger" political cartoon showing the greed of the time
- "A Leaf from History for our Foreign Born..." political cartoon
- 13th, 14th, and 15th Amendments
- "President Grant in a carpetbag" political cartoon
- Excerpts from the Reconstruction Acts

--Excerpt from the “black citizens of Nashville,” 1865

--Harper’s Magazine political cartoon of the KKK and the White League during Reconstruction

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; allow use of translator.

Students will write:

Cornell Notes: on the military leaders of the North and South.

Primary Source Document Responses:

Excerpt from “House Divided” speech, 1858

African American quotes/perspectives on joining the war effort (Frederick Douglass)

Matthew Brady’s photography of the Civil War

“Gettysburg Address”, 1863

“Lee surrenders at Appomattox Courthouse”

“Emancipation Proclamation” excerpts

“Memoirs” of William T. Sherman excerpts

Thaddeus Stevens’ speech regarding Voting Rights in 1867

“Carpetbagger” political cartoon showing the greed of the time

“A Leaf from History for our Foreign Born...”

13th, 14th, and 15th Amendments

“President Grant in a carpetbag”

Excerpts from the Reconstruction Acts.

Dr. Giampalmi writing prompts: Union army – Grant = , Confederate army – Lee =

Reflective Journal entry: What was the most significant battle of the Civil War? Why?

Opinion essay: Was Civil War inevitable between the states of the North and South? Explain.

Timed writing assignment: Which Amendment during Reconstruction do you feel had the largest and most positive impact on America?

Persuasive Letters: Write a letter from an African American soldier to a congressman in the North encouraging Congress to consider legislation for equal rights.

Writers Notebook: Which event of the Civil War and Reconstruction period do you feel had the most influence in America’s future?

Suggested Accommodations/Modifications for Writing:

Provide students with guided notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; give checklists or step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; give graphic organizers to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist student with brainstorming ideas for writing; provide extra space and lined paper for students with poor or large handwriting; allow use of translator.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on the Election of 1864

Cornell Notes: on the military leaders of the North and South

Debate: What rights do states and their governments have in America?

Analysis of primary sources:

Excerpt from “House Divided” speech, 1858, Lincoln

African American quotes/perspectives on joining the war effort (Frederick Douglass)

Matthew Brady’s photography of the Civil War, analyzing pictures

“Gettysburg Address” Lincoln, 1863

“Lee surrenders at Appomattox Courthouse” painting

“Emancipation Proclamation” excerpts

“Memoirs” of William T. Sherman excerpts

Thaddeus Stevens’ speech regarding Voting Rights in 1867

“Carpetbagger” political cartoon showing the greed of the time

“A Leaf from History for our Foreign Born...” political cartoon

13th, 14th, and 15th Amendments

“President Grant in a carpetbag” political cartoon

Excerpts from the Reconstruction Acts

Suggested Films:

Scenes from *Gone with the Wind*

Scenes from *Gettysburg*

Scenes from *Cold Mountain*

America: The Story of US: Civil War episode

--*American Experience: Reconstruction: The Second Civil War*

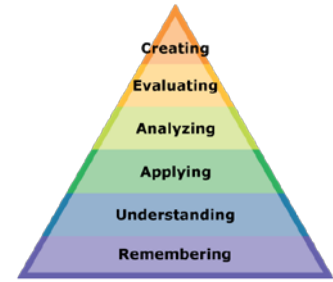
--scenes from *Freedom Road*

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; Pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; allow use of translator.

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, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter on assessment pages; put fewer questions on each page; allow students to use notes for open-ended questions; provide a vocabulary key to assist with more difficult readings; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time, after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open ended items; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduced number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; provide essay choices that require more detail and deeper understanding.

Performance Assessments:

- Poster project highlighting main battles of the war, emphasizing chronology and major generals.
***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Black Horse Pike Regional School District Curriculum Template

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

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: ELL USI History— Unit 6 - Industrialization & Looking West</p>	<p>Unit Summary: The Age of Industrialization in the United States began prior to the Civil War when rapid industrial progress transformed the country. Relations between those who managed the industries and those who labored in them were filled with tensions as conditions continually worsened for the workers. In the years following the Civil War, new technologies revolutionized the American way of life and big businesses began springing up. With the big businesses creating more wealth for its owners and for the nation, controversy promptly arose over the methods the businesses were conducting. One of the points of concern in America was the working conditions in the factories; which led to the creation of unions that would fight for better wages and conditions.</p>
<p>Grade Level(s): 9-12</p>	<p>Following the Civil War, more Americans moved west of the Mississippi River, taking over the land for farms, ranches, and mines, forcing out the original users, the Native Americans. The taming of the West became one of the great American myths. With the assistance of the federal government, these settlers looking to the western region were part of a major migration during the second half of the 1800s. While Native American societies were nearly destroyed as a result of this expansion, American mining, ranching, and farming thrived; developing from individual and family enterprises into major industries, completely transforming the West.</p>
<p>Essential Question(s):</p> <ol style="list-style-type: none"> How did industrial growth relate to the need for social and governmental reforms? How did government efforts attempt to regulate industrial systems and provide economic stability? How effective were government policies and actions of groups and people in addressing discrimination against minorities? What impact did the Homestead Act, availability of land, and the transcontinental railroads have on the growth of a national economy and the movement of populations? 	<p>Enduring Understanding(s):</p> <ol style="list-style-type: none"> The need for social and governmental reform was related to industrial growth. In order to provide economic stability, the government made efforts to regulate industrial and financial systems. Government policies and groups of individuals attempted to address discrimination against new immigrants, Native Americans, and African Americans. The Homestead Act, availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. The quality of life in cities and the environment were both impacted by the rapid urbanization of the period. There were positive and negative impacts on the nation and on individuals because of economic practices of various business organizations. The economic development of the North, South, and West after the Civil War had similarities and differences. The economy and periods of expansion and recession are cyclical in nature. The government created policies to promote innovation, entrepreneurship, and industrialization in N.J. and the United States during this period. Specific events led to the creation of labor and agricultural organizations

<ol style="list-style-type: none">5. What impact did rapid urbanization have on the environment and quality of life in the cities?6. What were the economic practices of various business organizations regarding production and marketing of goods?7. How were the North, South, and West in the post-Civil War period comparable in regards to economic development?8. How are the nature of the economy and the impact of periods of expansion and recession cyclical?9. What government policies and other factors promoted innovation, entrepreneurship, and industrialization in New Jersey?10. How did events lead to the creation of labor and agricultural organizations that protected the rights of workers?11. How did public education in fostering national unity and American values help people meet their economic needs and expectations?12. What experiences did immigrants have related to their gender, race, ethnicity, or occupations?	<p>that worked to protect the rights of workers.</p> <ol style="list-style-type: none">11. Public education sought to foster national unity and American values and help people meet their economic needs.12. Experiences of immigrants varied due to their gender, race, ethnicity, and occupation.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCSS</u>
1. Explain how and why the people’s lives changed in the decades following the Civil War.	1.6.1.12.B.5.a
2. Listen to identify main ideas and supporting details related to how and why people’s lives changed in the decades following the Civil War.	2. ELL.9-12.L.A.3
3. Describe how advances in electric power and communication affected life for people and businesses.	3.6.1.12.A.5.a
4. Connect messages related to electric power and communication to prior knowledge and experiences.	4. ELL.9-12.L.A.5
5. List the effects the development of railroads had on industrial growth.	5.6.1.12.A.5.a
6. Explain the impact of the Bessemer process on American culture.	6.6.1.12.A.5.a
7. Write legibly in manuscript or cursive to explain the impact of the Bessemer process on American culture.	7. ELL.9-12.W.C.6
8. Examine the implications of the terms “robber barons” and “captains of industry,” as the American industrialists were called.	8.6.1.12.C.5.a
9. Use a variety of sentence types correctly, including combinations of independent and dependent clauses, to explain the terms “robber barrons” and “captains of industry.”	9. ELL.9-12.W.C.8
10. Examine how Social Darwinism affected Americans’ views on big business.	10. 6.1.12.C.5.c, R.I.9-10.3
11. Exchange information through verbal and nonverbal messages related to American views on big businesses.	11. ELL.9-12.L.A.1
12. Detail the ways in which big businesses differed from smaller businesses.	12. 6.1.12.D.5.a
13. Identify the factors that led to a growing American work force between 1860 and 1900.	13. 6.1.12.B.5.b, 6.1.12.D.5.b
14. Explain different reasons why entire families were forced to go to work.	14. 6.1.12.C.5.a, R.I.9-10.7
15. Examine the impact of industrialism on the gulf between the rich and poor.	15. 6.1.12.D.5.b
16. Chart the goals of early labor unions in the United States to labor unions of today.	16. 6.1.12.D.5.d
17. Use visual aids such as charts to discuss the goals of early labor unions.	17. ELL.9-12.S.D.6
18. Explain why <i>Eugene V. Debs</i> formed the American Railway Union.	18. 6.1.12.D.5.b
19. Describe the causes and outcomes of the major strikes in the late 1800s.	19.6.1.12.D.5.b
20. Identify the conditions that lured people to migrate to the West.	20. 6.1.12.B.5.a
21. Read aloud from developmentally appropriate texts with attention to expression regarding conditions that lured people to migrate to the West.	21. ELL.9-12.S.D.3
22. Locate on a map where the western settlers came from.	22. 6.1.12.B.5.a
23. Describe how the American frontier shifted westward.	23. 6.1.12.B.3.a
24. List the factors that caused changes in the life of the Plains Indians.	24. 6.1.12.B.3.a
25. Read aloud with fluency from a text that focuses on factors that caused changes in the life of the Plains Indians.	25. ELL.9-12.S.D.7
26. Examine how government policies led to the Indian wars.	26. 6.1.12.A.5.c
27. Detail the changes that occurred in federal Indian policies by 1900.	27. 6.1.12.A.5.c
28. Chart the spread of mining across the West.	28. 6.1.12.C.3.b
29. Explain what caused the western cattle boom.	29. 6.1.12.C.5.a
	30. 6.1.12.B.3.a
	31. 6.1.12.C.5.b, R.I.9-10.9
	32. 6.1.12.D.5.c

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| <p>30. Describe life for the cowboys and settlers in the West.</p> <p>31. Explain the complaints issued by farmers to the federal government about post-Civil War economic policies.</p> <p>32. Detail the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.</p> | |
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Inter-Disciplinary Connections:

Language Arts Literacy—Reading and responding to primary and secondary sources, including: Mary Clark (South Dakota settler) quote on life out west, the Pacific Railway Acts of 1862 & 1864 and newspaper article 1889 detailing people fighting to claim land out west

Technology—Creation of PowerPoint highlighting the successes of Captains of Industry Carnegie, Rockefeller, etc.

Math—Analysis and interpretation of graphs (Wheat prices 1866-1890, Texas cattle driven North 1867-1881, Shifts in population and employment 1860-1890, etc.), Statehood in the West map and Native American Territory in the West 1890 Map

Students will engage with the following text:

- AGS: Untied States History (textbook)
- “Woodruff Sleeping Car Company” quote, Carnegie
- Picture of Wall Street from early 1800s
- “The Protectors of our Industries” political cartoon
- Quote from a garment worker Sadie Frowne on factory life
- Photos of children workers (coal miners & factory machine operators)
- Political cartoon showing the life of wealthy industrialists vs. the boarding houses full of workers
- “The Commonwealth of Toil” song lyrics, by the IWW
- Eugene V. Debs quote on fair wages
- Mary Clark (South Dakota settler) quote on life out west
- Pacific Railway Acts of 1862 & 1864
- Painting “Buffalo Chase – Single Death”
- Newspaper article 1889 detailing people fighting to claim land out west
- Diary of a Union Pacific engineer describing the extinction of “the West”
- Charles A. Siringo quote detailing the life of a cowboy
- “The Old Chisholm Trail” song lyrics
- Photo of a soddie out west
- 1879 Commercial and Financial Chronicle quote

Suggested Accommodations/Modifications for Reading:

Highlight or underline main ideas in reading materials; provide students with summaries of primary source documents; allow students to listen to audio recordings of readings if available; give students reading materials in advance so that they can pre-read, ask questions, and then re-read materials; provide guiding questions to complete when reading to ensure an understanding of main ideas; allow use of translator.

Students will write:

Cornell Notes: on the impact of the industrialization out West.

Primary Source Document Responses:

“Woodruff Sleeping Car Company” quote

Picture of Wall Street from early 1800s

“The Protectors of our Industries” political cartoon

Quote from a garment worker Sadie Frowne on factory life

Photos of children workers (coal miners & factory machine operators)

Political cartoon showing the life of wealthy industrialists vs. the boarding houses full of workers

“The Commonwealth of Toil” song lyrics by the IWW

Eugene V. Debs quote on fair wages

Mary Clark (South Dakota settler) quote on life out west

Pacific Railway Acts of 1862 & 1864

Painting “Buffalo Chase – Single Death”

Newspaper article 1889 detailing people fighting to claim land out west

Diary of a Union Pacific engineer describing the extinction of “the West”

Charles A. Siringo quote detailing the life of a cowboy

“The Old Chisholm Trail” song lyrics

Photo of a soddie out west

1879 Commercial and Financial Chronicle quote

Persuasive Letters: Write an editorial either for or against labor unions and their methods in achieving their main goals.

Writers Notebook: What types of problems did railroads have in the late 1800s?

Suggested Accommodations/Modifications for Writing:

Provide students with guided Cornell notes or copies of notes; offer students extended time on writing assignments; provide guiding questions for written responses; provide writing checklists and step-by-step directions for assignments; reduce length requirement for writing assignments; reduced number of open-ended responses; provide graphic organizers, including a persuasive essay graphic organizer to help students organize their writing; allow students to type responses if possible; grade on content not mechanics; assist students with brainstorming ideas for writing; provide extra space and lined paper for students with poor or large handwriting; provide sentence starters for writer’s notebook, writing prompts and journal entries; for picture prompt assignment, provide a graphic organizer that has the first 2 blocks filled in to guide student in the right direction; provide MLA format worksheet; allow use of translator.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Direct Class lecture: on labor unions

Cornell Notes: on the impact of the industrialization out West.

Debate: Were key figures Carnegie and Rockefeller “Captains of Industry” or “Robber Barons”?

Analysis of primary sources:

“Woodruff Sleeping Car Company” quote

Picture of Wall Street from early 1800s

“The Protectors of our Industries” political cartoon

Quote from a garment worker Sadie Frowne on factory life

Photos of children workers (coal miners & factory machine operators)

Political cartoon showing the life of wealthy industrialists vs. the boarding houses full of workers

“The Commonwealth of Toil” song lyrics, by the IWW

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Mary Clark (South Dakota settler) quote on life out west

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Painting “Buffalo Chase – Single Death”

Newspaper article 1889 detailing people fighting to claim land out west

Diary of a Union Pacific engineer describing the extinction of “the West”

Charles A. Siringo quote detailing the life of a cowboy

“The Old Chisholm Trail” song lyrics

Photo of a soddie out west

1879 Commercial and Financial Chronicle quote

Suggested Films:

Scenes from *Gangs of New York*

Scenes from *Far and Away*

Scenes from *The Magnificent Seven*

Scenes from *John Wayne’s The Cowboys*

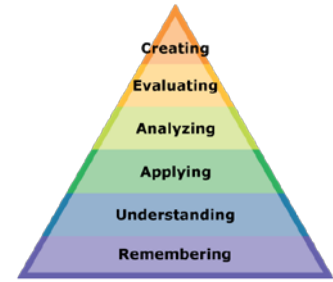
America: The Story of US: Heartland & Cities

Suggested Accommodations/Modifications for Assignments and Instruction:

Provide students with Socratic questions in advance so that they can formulate answers and contribute to discussions more effectively; pre-teach necessary vocabulary and skills; use flexible grouping strategies to ensure student is working effectively with partners; use multi-media sources when possible; use concrete examples; provide students with guided notes or copies of notes; break lectures into small portions; use graphic organizers; chunk assignments into smaller portions; allow use of translator.

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, Biographies, Homework, Participation, Discussion, Socratic Seminars, Written responses, Mini-projects, Writer's notebook/journal entries

***these assessments will mostly require students to Remember, Understand, Apply, and Analyze**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Formative Assessments: Extended time on assessments; reduced number of open-ended questions; provide shorter primary source readings; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; provide graphic organizers for written assignments; give partial credit; provide extra space and/or lined paper for student responses for students with poor or large handwriting; increase spacing to reduce visual clutter on assessment pages; put fewer questions on each page; allow students to use notes for open-ended questions; provide a vocabulary key to assist with more difficult readings; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide enrichment activities; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.

Summative Assessments:

Benchmark Assessment and Final Assessment including Essay and Objective Components

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Summative Assessments: Extended time; after-school support; provide oral and written instructions; provide step-by-step directions or checklists for open-ended items; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assessments into portions; reduce number of open-ended questions; provide shorter primary source readings; increase spacing to reduce visual clutter; put fewer question on each page; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; provide essay questions that require more detail and deeper understanding of material.

Performance Assessments:

Poster project highlighting the effects of industrialization on different economic classes and geographical areas of America.

***these assessments will mostly utilize: Applying, Analyzing, Evaluating, and Creating**

Accommodations/Modifications:

Suggested Modifications/Accommodations for Performance Assessments: Extended time, after-school support; provide oral and written instructions; allow students to work with partners; provide step-by-step directions or checklists for assignments; use concrete examples; highlight, underline, or bold key terms; grade content rather than mechanics; divide or chunk assignments into portions; allow students to re-do projects that do not meet requirements the first time; alter requirements to make projects more manageable; allow use of translator.

Suggested for gifted & talented students: Provide supplementary or lengthier readings; use inquiry based practices and allow students opportunities to conduct additional research; provide assignment choices that require more detail and deeper understanding.