

United States History I Curriculum

Cliffside Park High School

August 2018

GRADE: 10th Grade U.S. History I

Unit Name: Early Americans

Duration: 3-4 weeks

Enduring Understanding:

- Examine reasons for European exploration in America

Essential Questions:

- Who were the first Americans?
- How and why did people come to America?

Topics Covered:

- Aztec
- Iroquois
- Division of labor
- Plantation
- Christopher Columbus
- Beringia
- Colonization
- Atlas
- Legend
- Compass rose

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Iroquois Constitution* reading/assessment, *Journal of Christopher Columbus* reading/assessment, *Memoirs of Christopher Columbus* reading/assessment

- Secondary sources: *Queen Isabella* reading/assessment, *Geography Application: The Earth's Wind Systems* reading/assessment, *They Came in Chains: The Story of Slave Ships* reading/assessment

Summative:

- Unit test

Benchmarks:

- Early Americans benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Author study on Oliver Dunn and James E. Kelly Jr. (authors of *The Diario of Christopher Columbus's First Voyage to America*)
- Presentation through the use of Google Slides on any person, place, or topic that faced hardships upon arrival to America

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.1.a--a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.a--Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 6.1.8.B.1.b--Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.b--Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.a--Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.8.D.1.b--Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.c--Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- 6.1.8.A.2.a--Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.c--Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.8.C.2.a--Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: ancient, agriculture, hunting and gathering, nomadic, division of labor, kinship, kingdom, lineage, slave, nuclear family, hierarchy, colonization, Columbian Exchange, Treaty of Tordesillas

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will examine and analyze *Everyday Life in Early America* by David Freeman Hawke
 - RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- ELA and Social Studies teachers will examine and analyze *The Scarlet Letter* by Nathaniel Hawthorne
 - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint

- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on Ian Frazier or Nathaniel Hawthorne ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to write a research paper regarding the role of women in early America 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration when reading primary sources pertaining to the journals of Christopher Columbus ● Provide maps of early America and have ELL students list the differences to maps of today ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodation 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be permitted to use 5 of the DBQ sources compared to 10+ of the general ed student population ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers that compare and contrast the voyages of Christopher Columbus to that of other European explorers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

	<p>s for all assessments</p> <ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 10th Grade U.S. History I

<p>Unit Name: Colonial America</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify the successes and failures of early settlers in America

Essential Questions:

- When and why did the English come to America?
- What were the social, political, religious, and economic patterns that developed in the American colonies?
- Did the English take advantage of the colonies? Explain.

Topics Covered:

- Conquistadors
- Hernando Cortes
- Mestizo
- Encomienda
- Jamestown colony
- Joint-stock company
- Powhatan
- Headright system
- Indentured servant
- Royal colony
- Nathaniel Bacon
- Plymouth colony
- Massachusetts Bay colony
- Roger Williams
- Pequot War
- King Philip's War

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Mayflower Compact* reading/assessment, *Travels and Works of Captain John Smith* reading/assessment, *Tobacco Labels* reading/assessment, *John Winthrop's Journal* reading/assessment
- Secondary sources: *Poems by Anne Bradstreet* reading/assessment, *A History of New York* reading/assessment, *American Lives* reading/assessment

Summative:

- Unit test

Benchmarks:

- Early Americans benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Author study on Washington Irving or John Winthrop
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the early American culture

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.1.a--a Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
- 6.1.8.B.1.a--Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.
- 6.1.8.B.1.b--Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
- 6.1.8.C.1.b--Explain why individuals and societies trade, how trade functions, and the role of trade during this period.
- 6.1.8.D.1.a--Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
- 6.1.8.D.1.b--Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1.c--Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- 6.1.8.A.2.a--Determine the roles of religious freedom and participatory government in various North American colonies.
- 6.1.8.A.2.c--Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
- 6.1.8.C.2.a--Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: conquistador, mestizo, indentured servant, proprietor, settlement, colony, country, city, Native American

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will closely examine the book *Family*, by Ian Frazier, that combines history, genealogy, and autobiography to tell the story of his ancestors from the Puritan settlement of the 1630s to the present
 - RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support

Modifications to Support Our Learners

Gifted and Talented Students	Modifications to Support English Language Learners	(Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete author studies on Ian Frazier or David Freeman. ● Create Google Slide presentation that maps the settlement routes of early Americans ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Allow ELL population to map settlement routes of early Americans ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers that compare and contrast the Jamestown and Plymouth colonies ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Students will be allowed to list the European countries which sent colonists to America ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

	<p>for ELL students</p> <ul style="list-style-type: none"> ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation about the similarities and differences of the Jamestown colony and that of the Plymouth colony 	
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GRADE: 10th Grade U.S. History I

<p>Unit Name: Revolutionary America</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Examine how the colonists were able to achieve equality and freedom despite the problems caused by the English monarchy
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What were the causes of the American Revolution? ● Were the colonists really mistreated by the English? Explain. ● What did American colonists mean by “No taxation without representation,” a quote by James Otis?
<p>Topics Covered:</p>

- English colonies
- New England colonies
- Middle colonies
- Southern colonies
- Stamp Act
- Boston Massacre
- Olive Branch Petition
- Battle of Saratoga
- Valley Forge
- Marquis de Lafayette
- Yorktown

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Battlefield Map of Saratoga* reading/assessment, *American Revolutionaries: A History in Their Own Words* reading/assessment, *Autobiography of Benjamin Franklin* reading/assessment, *Common Sense* reading/assessment
- Secondary sources: *Poems of Phillis Wheatley: A Native African and a Slave* reading/assessment, *April Morning* reading/assessment, *Johnny Tremain* reading/assessment

Summative:

- Unit test

Benchmarks:

- Revolutionary America benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Compare the works of Abigail Adams to those of other famous female American authors of today

- Presentation through the use of Google Slides on any person, place, or topic that played a role in the Revolutionary War

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.3.a--Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b--Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d--Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.1.8.B.3.b--Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.B.3.c--Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.B.3.d--Explain why New Jersey's location played an integral role in the American Revolution.
- 6.1.8.C.3.a--Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- 6.1.8.C.3.b--Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
- 6.1.8.C.3.c--Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
- 6.1.8.D.3.a--Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.D.3.b--Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

- 6.1.8.D.3.c--Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.d--Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.D.3.e--Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.D.3.f--Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
- 6.1.8.D.3.g--Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
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- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
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Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: act, tax, rebellion, inspire, petition, patriots, loyalists, declaration, capital, inflation, profiteering, sanitation

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will ask students to write a speech commemorating the 100th anniversary of the founding of a colony.
 - RH.9-10.2. Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete a 	<ul style="list-style-type: none"> ● Allow ELL students the opportunity to research and explain how their home country was impacted by the 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)

<p>character study about important founding fathers</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study ● Have Gifted and Talented students present a short play that resembles an important scene from early America 	<p>creation of America</p> <ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students create a map of the different groups of colonies located in America ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the 	<ul style="list-style-type: none"> ● Text to speech ● Students with disabilities will be given the option of presenting a Google Slides presentation to the class which focuses on the accomplishments of early Americans ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<p>understanding of vocabulary within the unit</p> <ul style="list-style-type: none"> • Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 10th Grade U.S. History I

<p>Unit Name: Early American Government</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Outline the necessary steps that the Founding Fathers needed to take in order to rebel against Britain
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What was life like under the Articles of Confederation? • Why was the Constitutional Convention convened?
<p>Topics Covered:</p> <ul style="list-style-type: none"> • Taxation • Representation • Liberty • Tension between colonists and British • King George III • Setbacks faced by the colonists • Declaration of Independence
<p>Assessments:</p> <p>Formative:</p> <ul style="list-style-type: none"> • Observation of student responses during whole-group and small-group discussion

- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Poor Richard's Almanac* reading/assessment, *Declaration of Independence* reading/assessment, *Federalist Papers* reading/assessments
- Secondary sources: *Battle at Lexington and Concord* reading/assessment, *Impact and Influence of the Sons of Liberty* reading/assessment

Summative:

- Unit test

Benchmarks:

- Early American Government benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Student presentation on different members of the Sons of Liberty
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the United States Government

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.3.a--Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b--Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d--Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.

- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: colonial, courtship, law, bill, government, democracy, republic, Sons of Liberty, reaction, Olive Branch Petition

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will have the students recreate the Declaration of Independence using their language of today
 - RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
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<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to complete biographies on important members of the Sons of Liberty ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students the opportunity to plan a field trip to historical sites found in early America ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Allow ELL students the opportunity to draw or sketch important events from America during this time period ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students to make character studies regarding members of the Sons of Liberty ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Allow students with IEPs the opportunity to present a short Google Slide presentation about one specific member of the Sons of Liberty ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 10th Grade U.S. History I

<p>Unit Name: Constitution</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify why the U.S. Constitution is viewed as a living document
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the fundamental principles upon which the Constitution is based (Separation of power, Checks and Balances, Federalism)? ● What are the component parts of the U.S Constitution and how do these impact Americans?

Topics Covered:

- James Madison
- Roger Sherman
- Great Compromise
- Three-Fifths Compromise
- Federalism
- Legislative Branch
- Executive Branch
- Judicial Branch
- Checks and balances
- Electoral College
- Federalists
- Anti-federalists
- Bill of Rights

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *The Life of Benjamin Banneker: The First African-American Man of Science* reading/assessment, *Patrick Henry's Anti-federalist Speech* reading/assessment, *United States Constitution* reading/assessment
- Secondary sources: *Two Hundred Years of Reinventing History* reading/assessment, *Who were the Founding Fathers?* reading/assessment, *The Legend of Sleepy Hollow* reading/assessment

Summative:

- Unit test

Benchmarks:

- The Constitution benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Comparison assessment that focuses on the views of Federalist and Anti-federalist supporters
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the government in early America

Relevant Standards:

NJSLS--Social Studies

- 6.1.8.A.3.a--Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3.b--Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3.d--Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: republic, republicanism, confederation, federalism, branches of government, legislative, executive, judicial, ratify, checks and balances

Interdisciplinary Activities and Connections:

- Administration and Social Studies teachers would place students in volunteer opportunities to better understand the importance of citizenship
 - RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support

Modifications to Support Our Learners

Gifted and Talented Students	Modifications to Support English Language Learners	(Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to compare and contrast the views of the Federalists and Anti-federalists of this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study ● Direct G and T students into internship programs or volunteer opportunities that stress the 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Have ELL students present the importance of one of the Amendments found in the Bill of Rights ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students the opportunity illustrate one of the amendments found in the Bill of Rights ● Have ELL teacher assist in appropriate modifications and 	<ul style="list-style-type: none"> ● Students with IEPs will be given the opportunity to present individual amendments found in the Bill of Rights to the class ● Students will be able to draw a graphic organizer of the Checks and Balances process ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

<p>importance of citizenship</p>	<p>accommodations for all assessments</p> <ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 10th Grade U.S. History I

<p>Unit Name: Early Political Parties through the Jefferson Presidency</p>
<p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify common themes through the first three presidencies in United States history
<p>Essential Questions:</p>

- What was the importance of the Washington and Adams' Administration?
- What is Jefferson's legacy?

Topics Covered:

- Judiciary Act of 1789
- National Bank of the United States
- Democratic-Republican political party
- XYZ Affair
- Alien and Sedition Acts
- Lewis and Clark
- John Marshall
- Midnight Judges
- Louisiana Purchase
- War of 1812
- Marbury v. Madison

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *The Cherokee Removal: A Brief History with Documents* reading/assessment, *A Cherokee Nation's Appeal to the American People* reading/assessment, *XYZ Affair Political Cartoons* reading/assessment
- Secondary sources: *Arguing About Slavery: John Quincy Adams and the Great Battle in the United States Congress* reading/assessment, *Night of the Cruel Moon: The Devil and Daniel Webster* reading/assessment, *Pigs in Heaven* reading/assessment

Summative:

- Unit test

Benchmarks:

- Early Political Parties through the Jefferson Presidency benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Comparison chart between the presidencies of George Washington and John Adams
- Presentation through the use of Google Slides on the Electoral College process

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.3.a--Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b--Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12.A.3.c--Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.3.d--Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.3.e--Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: cabinet, two-party system, protective tariff, excise tax, neutrality, sectionalism, nationalism, nullification, midnight judges, judicial review, blockade, impressment, embargo, war hawk, armistice

Interdisciplinary Activities and Connections:

- Government and Social Studies teachers will compare important court case decisions that were influenced by the Marbury v. Madison court case.
 - RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students

Modifications to Support

Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)

	English Language Learners	
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Have G & T students argue against the outcome of the Marbury v. Madison court case ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Assign ELL students one battle from the War of 1812 and present their findings to the class ● Assign an English speaking mentor to help student with language difficulties ● Have ELL students write a paragraph on how America would have changed had it lost the War of 1812 ● Have ELL teacher assist in appropriate modifications and accommodation 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Allow students with IEPs the opportunity to make a list of causes and effects of the War of 1812 ● Have students with IEPs write a journal entry from the perspective of a soldier in the War of 1812 ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

	<p>s for all assessments</p> <ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 10th Grade U.S. History I

<p>Unit Name: Age of Andrew Jackson</p>
<p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Examine the social and political pros and cons of moving the Native Americans to western territory
<p>Essential Questions:</p>

- Why are the 1830's called the age of Jackson?
- What was the history of the Native American during the Jackson Presidency?
- Why did Jackson support Indian removal?

Topics Covered:

- Presidency of Andrew Jackson
- Democratic-Republican political party
- Spoils system
- Indian Removal Act
- Trail of Tears
- John Calhoun
- Tariff of Abominations
- Rebellion of South Carolina
- Problems Andrew Jackson faced with the National Bank

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *The Cherokee Removal: A Brief History with Documents* reading/assessment, *Andrew Jackson Political Cartoons* reading/assessment, *The Cherokee Nation's Appeal to the American People* reading/assessment
- Secondary sources: *Maps of the United States that show Native American removal* reading/assessment, *Night of the Cruel Moon: Cherokee Removal and the Trail of Tears* reading/assessment

Summative:

- Unit test

Benchmarks:

- Age of Andrew Jackson benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Student made map of Native American removal from eastern states
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in changing America during the 1830s

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.3.a--Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b--Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12.A.3.c--Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.3.d--Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.3.e--Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: Native American, removal, nationalism, sectionalism, spoils system, tariff, federalism

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will identify the themes and tone in the book *The Devil and Daniel Webster*
 - RH.9-10.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students

Modifications to Support

Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)

	English Language Learners	
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to research alternatives to the Indian Removal Act ● Create Google Slide presentation on pertinent topics from within the unit ● Have G & T students teach a lesson on the banking system to the regular education population ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Allow ELL students to map out the Native American removal on a map of the United States ● Have ELL students define important terms in the Native American Removal unit ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Allow students with IEPs the opportunity to research a topic on the Indian Removal unit and present findings to the class ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

	<ul style="list-style-type: none"> ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE:

<p>Unit Name: Pre-Civil War America</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify factors that led to America’s great Civil War and list ways the war could have been avoided
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What was the economic connection between the South and slavery ● Was it necessary to fight a “civil war” to end its practice?

Topics Covered:

- Second Great Awakening
- Henry David Thoreau
- Civil Disobedience
- William Lloyd Garrison
- David Walker
- Frederick Douglass
- Manifest Destiny
- Mexican-American War

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Plea on Behalf of the Mentally Ill* reading/assessment, *Appeal to the Christian Women of the South* reading/assessment, *Confessions of Nat Turner* reading/assessment
- Secondary sources: *The Devil and Tom Walker* reading/assessment, *Gone with the Wind* reading/assessment, *American Lives: Frederick Douglass*

Summative:

- Unit test

Benchmarks:

- Pre-Civil War America benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Map that outlines the northern states vs. southern states
- Presentation through the use of Google Slides on any person, place, or topic that played an important role in America during the 1840s-50s.

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.3.g--Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.A.3.h--Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.A.3.i--Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b--Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.1.12.D.3.c--Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.D.3.d--Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e--Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: revival, civil disobedience, utopia, abolition, emancipation, antebellum, gag rule, land grant, gold rush

Interdisciplinary Activities and Connections:

- Science and Social Studies teachers will examine how and why the value of gold has changed throughout history
 - HS-ESS1-5. Evaluate evidence of the past and current movements of continental and oceanic crust and the theory of plate tectonics to explain the ages of crustal rocks.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support

Modifications to Support

Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)

Gifted and Talented Students	English Language Learners	
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Have G & T students read <i>Gone with the Wind</i> and list factors that led to war within America ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Have ELL students list reasons why the United States was headed to war economically, politically, and socially ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized 	<ul style="list-style-type: none"> ● Allow students with IEPs to watch <i>Gone with the Wind</i> and write down factors that led to war in America ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

	<p>assessments for ELL students</p> <ul style="list-style-type: none"> • Allow student access to native dictionary to help with the understanding of vocabulary within the unit • Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 10th Grade U.S. History I

<p>Unit Name: Civil War</p> <p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> • Explain how the social, political, and economical landscape changed in America during and after the Civil War
<p>Essential Questions:</p> <ul style="list-style-type: none"> • What was the theory of secession as claimed by the South? • Why is the Civil war a defining moment in US history?
<p>Topics Covered:</p> <ul style="list-style-type: none"> • Fugitive Slave Act • Underground Railroad • Abraham Lincoln • Lincoln-Douglas Debates • Fort Sumter

- Ulysses S. Grant
- Robert E. Lee
- Emancipation Proclamation
- Habeas Corpus
- Gettysburg Address
- Amendment 13
- John Wilkes Booth

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Gettysburg Address* reading/assessment, *Emancipation Proclamation* reading/assessment, *Excerpts from the Lincoln-Douglas Debates* reading/assessment
- Secondary sources: *Red Badge of Courage* reading/assessment, *John Brown's Body* reading/assessment

Summative:

- Unit test

Benchmarks:

- Civil War benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Author study on Stephen Crane and Stephen Vincent Benet
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in the Civil War era

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.3.g--Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.A.3.h--Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.A.3.i--Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b--Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.1.12.D.3.c--Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.D.3.d--Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e--Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: Fort Sumter, Anaconda Plan, Antietam, Shiloh, minnie ball, habeas corpus, conscription, income tax, Amendment XIII, Red Cross

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will closely examine literary themes in the book titled, *Gone with the Wind*
 - RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support	Modifications to Support	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
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Gifted and Talented Students	English Language Learners	
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● G & T students can plan a mock field trip to Gettysburg and find activities that pertain to the important battle ● G & T students can teach a lesson on one important battle of the Civil War ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● ELL students can choose one important weapon from the Civil War and explain its importance on the war ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments 	<ul style="list-style-type: none"> ● Students with an IEP can watch Gone with the Wind and list the historical inaccuracies of the film ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

<p>within the unit of study</p>	<p>for ELL students</p> <ul style="list-style-type: none"> ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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GRADE: 10th Grade U.S. History I

<p>Unit Name: Reconstruction</p>
<p>Duration: 3-4 weeks</p>
<p>Enduring Understanding:</p> <ul style="list-style-type: none"> ● Identify the positive and negative factors in reconstruction and explain how the north and south were impacted
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Was Reconstruction a success or failure? ● What was the long term impact of reconstruction in the North and in the South? ● What were the different plans from reconstruction?
<p>Topics Covered:</p> <ul style="list-style-type: none"> ● Andrew Johnson ● Radical Republicans ● Freedmen’s Bureau ● Amendments 14 and 15 ● Scalawag

- Sharecropping
- Ku Klux Klan

Assessments:**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Beloved* reading/assessment, *The First of Liberty in their Hearts: the Diary of Jacob E. Yoder of the Freedmen's Bureau School* reading/assessment
- Secondary sources: *Debating Slavery: Economy and Society in the Antebellum American South* reading/assessment, *Reconstruction: America's Unfinished Revolution* reading/assessment

Summative:

- Unit test

Benchmarks:

- Reconstruction benchmark exam administered by all United States History I teachers upon completion of unit

Alternative:

- Author study on Toni Morrison and Margaret Mitchell
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in reshaping America after the Civil War

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.4.a--Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.A.4.b--Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- 6.1.12.A.4.c--Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- 6.1.12.B.4.a--Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
- 6.1.12.B.4.b--Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.C.4.a--Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.C.4.b--Compare and contrast the immediate and long-term effects of the Civil War on the 22 economies of the North and South.
- 6.1.12.C.4.c--Explain why the Civil War was more costly to America than previous conflicts were.
- 6.1.12.D.4.a--Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b--Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- 6.1.12.D.4.c--Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.D.4.d--Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.D.4.e--Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
- 6.3.12.A.1--Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.
- 6.3.12.A.2--Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.
- 6.3.12.B.1--Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.
- 6.3.12.D.2--Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Technology Standards

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

Vocabulary: reconstruction, bill, amendment, congress, black codes, Freedman’s Bureau, Civil Rights Act of 1866, Reconstruction Act of 1867, Enforcement Act of 1870, impeach, scalawags, carpetbaggers, sharecropping, tenant farming, Ku Klux Klan

Interdisciplinary Activities and Connections:

- AP Government and United States History II teachers will create an assessment that focuses on the repercussions of the amendments that were passed during the Reconstruction Era.

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

Core Instructional Materials/Resources/Digital Tools:

- The Americans, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

<p>Modifications to Support Gifted and Talented Students</p>	<p>Modifications to Support English Language Learners</p>	<p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Assign G & T students a challenging read by Mark Smith titled, <i>Debating Slavery: Economy and Society in the Antebellum American South</i> and present their findings to the class ● Allow G & T students to complete author studies on specific writers 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Create a Venn Diagram that compares the positives and negatives of Reconstruction Era with the citizens living in the Northern and Southern states ● Assign an English speaking mentor to help student with language difficulties 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Allow students with IEPs to name the important politicians during the Reconstruction era and list their accomplishments ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student

<p>during this time period</p> <ul style="list-style-type: none"> ● Create Google Slide presentation about the important politicians from the Reconstruction Era ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	
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- 9th-12th grade banded Curriculum through State of New Jersey Commission on Holocaust
- https://nj.gov/education/holocaust/downloads/curriculum/holocaust_and_genocide_file1.pdf

- https://nj.gov/education/holocaust/downloads/curriculum/holocaust_and_genocide_file2.pdf