

**NEPTUNE TOWNSHIP SCHOOL DISTRICT**

# **United States History I for Multilingual Learners Curriculum**

**Grades 9-12**



NEPTUNE TOWNSHIP SCHOOL DISTRICT  
Office of the Superintendent  
60 Neptune Blvd.  
Neptune, NJ 07753-4836

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**UNITED STATES HISTORY I  
FOR MULTILINGUAL LEARNERS  
CURRICULUM  
GRADES 9-12**

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# **NEPTUNE TOWNSHIP SCHOOL DISTRICT**

## **United States History I for Multilingual Learners**

### **Acknowledgements**

The United States History I for Multilingual Learners curriculum was developed for Neptune High School through the efforts of Michelle Eddleston, Social Studies teacher, in cooperation with Nicole Sanyigo, Department Chairperson, and with the guidance of Lakeda Demery-Alston, Supervisor of Humanities, and Sally A. Millaway, Ed.D. Director for Curriculum, Instruction, and Assessment.

This document was written in alignment with the New Jersey Student Learning Standards for Social Studies (2020), WIDA Standards (2020), and Career Readiness, Life Literacies, and Key Skills (2020) with the increased rigor that is embedded in those standards. This curriculum guide was developed to provide students with authentic learning experiences that enable them to apply content knowledge, develop citizenship skills, and prepare for the 21st century workplace. The curriculum has been designed to explore key topics in Early America and is modified for students in the English as a Second Language Program. Sheltered Instruction strategies are embedded throughout the learning plans.

# **NEPTUNE TOWNSHIP SCHOOL DISTRICT**

## **DISTRICT MISSION STATEMENT**

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

## **Neptune Township School District**

### **Educational Outcome Goals**

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

## **NEPTUNE TOWNSHIP SCHOOL DISTRICT**

### **UNITED STATES HISTORY I FOR MULTILINGUAL LEARNERS**

#### **COURSE DESCRIPTION**

**(5 credits)**

United States History I for Multilingual Learners will provide a survey of American history from the 1600s to the end of the 1800s. Emphasis will be placed upon the concepts and individuals involved in forming and forging the nation from the American Revolution to the Civil War and Reconstruction Era. It will also integrate current events with the study of history on an ongoing basis. The curriculum has been designed to explore key topics in Early America and is modified for students in the English as a Second Language Program. Sheltered Instruction strategies are embedded throughout the learning plans. This course satisfies the graduation requirement for United States History I.



## INTEGRATED SOCIAL AND EMOTIONAL LEARNING COMPETENCIES

*The following social and emotional competencies are integrated in this curriculum document:*

<b>Self-Awareness</b>	
X	Recognize the importance of self-confidence in handling daily tasks and challenges
<b>Self-Management</b>	
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
<b>Social Awareness</b>	
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting
<b>Responsible Decision Making</b>	
X	Develop, implement and model effective problem solving and critical thinking skill
<b>Relationship Skills</b>	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify who, when, where, or how to seek help for oneself or others when needed

## ACCOMMODATIONS AND MODIFICATIONS

*Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.*

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

### **Special Education and 504 Plans**

*All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

### **Testing Accommodations:**

*Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.*

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page

- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary, multiplication tables, calculator
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

### **Multilingual Learners:**

*All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.*

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:  
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:  
[http://www.reverso.net/text\\_translation.aspx?lang=EN](http://www.reverso.net/text_translation.aspx?lang=EN).

### **Students at Risk of Failure:**

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions

- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

### **High Achieving:**

#### Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

### **Strategies to Differentiate to Meet the Needs of a Diverse Learning Population**

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide "Realia" (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader's Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies)
- Brainstorm Carousel-Large Post Its around the room, group moves in a carousel to music. Group discusses the topic and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share

- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:  
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:  
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

<b>Unit Plan Title</b>	Unit 1 - Exploration and Colonization
<b>Suggested Time Frame</b>	22 Days

<b>Overview/Rationale</b>
<p>This unit will provide the student with an understanding of how many of the first Europeans came to the Americas in search of economic opportunity or religious freedom. It will discuss European reasons for exploration, how European diseases devastated the Native American populations, and the differences amongst the early colonies and their governments. It will also show how Africans were brought to the New World along the Middle Passage as part of the triangular trade routes. It will show how the thirteen colonies evolved slowly over time from dependence on England to independence as a new nation.</p>

<b>Stage 1: Desired Results</b>	
<p><b>Established Goals:</b>  <b>New Jersey Student Learning Standards for Social Studies (2020)</b>  <b>6.1.12.CivicsPI.1.a:</b> Explain how British North American colonies adapted to the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.  <b>6.1.12.CivicsPD.1.a:</b> Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.  <b>6.1.12.GeoGI.1.a:</b> Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).  <b>6.1.12.EconGE.1.a:</b> Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.  <b>6.1.12.HistoryCC.1.a:</b> Assess the impact of the interactions and conflicts between native groups and North American settlers.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• What were the Americas like before the arrival of the Europeans?</li> <li>• Why were the enslaved brought to colonies in the Americas?</li> <li>• What are the main reasons people wanted to move to colonies in the Americas?</li> <li>• What impact does geography have on a colony?</li> <li>• Why did European nations want colonies in the New World?</li> </ul>	<p><b>Enduring Understandings:</b>  <i>Students will understand:</i></p> <ul style="list-style-type: none"> <li>• The Americas contained many diverse indigenous civilizations prior to colonization.</li> <li>• Indigenous cultures varied based on the climate and terrain.</li> <li>• Enslaved &amp; Indigenous Peoples were essential to the economic growth of some American colonies.</li> <li>• There were political, social, and economic reasons for the colonization and settlement in North America.</li> <li>• Colonial economies were determined by the geography of the colony.</li> <li>• European nations wanted colonies for economic gain utilizing mercantilism as an economic system to ensure profitability.</li> </ul>

**Knowledge:***Students will know...*

- The impact the arrival of Europeans had on the Indigenous populations of the Americas and the foundation of the Columbian Exchange.
- The enslaved from Africa & Indigenous Peoples were the primary source of labor in some American colonies.
- The various political, social, and economic reasons for colonization in the New England, Middle, and Southern Colonies.
- The economies of the New England, Middle, and Southern Colonies were determined by the geography of the colony.
- Mercantilism was utilized in the American colonies for the economic benefit of the parent country.

**Skills:***Students will be able to...*

- Identify the region of origin of various natural resources from around the world as related to the Columbian Exchange.
- Utilize primary source documents to explain the impact of slavery and the slave trade on American colonial economics.
- Compare the political, social, and economic goals of the colonists coming to the New England, Middle, and Southern Colonies.
- Identify the impact of geography on the economic systems of the New England, Middle, and Southern Colonies.
- Compare and contrast capitalism and mercantilism in the American colonies.

**CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS**  
**9.1 FINANCIAL LITERACY - Grades 9 - 12**

	<b>Financial Psychology</b>
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>Civic Financial Responsibility</b>
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	<b>Economic and Government Influence</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
	<b>Planning and Budgeting</b>
X	9.1.12.PB.1: Explain the difference between saving and investing.
	<b>Credit and Debit Management</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

**9.2 CAREER AWARENESS, EXPLORATION, PREPARATION,  
AND TRAINING - Grades 9 - 12**

	<b>Career Awareness and Planning</b>
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period

	can affect the labor market.
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<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Creativity and Innovation</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
	<b>Information and Media Literacy</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
	<b>Technology Literacy</b>
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

<b>Interdisciplinary Connections</b>	
<b>WIDA Standards (2020)</b>	
<b>ELD-SS 9-12 Explain.Interpretive</b> Interpret social studies explanations by	
<ul style="list-style-type: none"> <li>• Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events</li> <li>• Analyzing sources for logical relationships among contributing factors, causes, or related concepts</li> <li>• Evaluating experts’ points of agreement and disagreement based on their consistency with explanation given its purpose</li> </ul>	
<b>ELD-SS 9-12 Explain.Expressive</b> Construct social studies explanations that	
<ul style="list-style-type: none"> <li>• Introduce and contextualize multiple phenomena or events through... <ul style="list-style-type: none"> <li>• Prepositional phrases to establish conditions, time, place (i.e. <i>during the Industrial Revolution</i>)</li> <li>• A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events</li> <li>• Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations)</li> </ul> </li> <li>• Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through... <ul style="list-style-type: none"> <li>• Passive voice to keep emphasis on the main topic (i.e. <i>Farm policies were enforced by regulatory agents.</i>)</li> <li>• Verbs to highlight agents and recipients (i.e. <i>Migrant workers challenged farm policies.</i>)</li> <li>• Declarative statement to evaluate and interpret events (i.e. <i>Impressionist artists showcased a new way to observe and depict the world.</i>)</li> <li>• Evaluate verbs and adjectives to judge behavior or moral character (i.e. <i>dominated, succumbed to; ineffective, powerful</i>)</li> </ul> </li> <li>• Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through... <ul style="list-style-type: none"> <li>• Nominalizations to name abstract concepts, ideas, ideologies (i.e. <i>racism, reunification, criminalization</i>)</li> <li>• Dependent clauses to express details that occur as a result of place, manner, duration, extent</li> <li>• Complex sentences to clarify causal, linked, time-bound or sequential relationships</li> <li>• Expanded noun groups to add details (i.e. <i>One young girl lives in the urban streets of Chicago.</i>)</li> <li>• Connectors to maintain chronological, causal or logical relationships (i.e. <i>as a result, meanwhile, therefore</i>)</li> </ul> </li> </ul>	



- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena
  - Nominalizations to summarize event and name abstract phenomena

**ELD-SS 9-12 Argue.Interpretive** Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

**ELD-SS 9-12 Argue.Expressive** Construct social studies arguments that

- Introduce and contextualize the topic through...
  - Generalized nouns and descriptive title to introduce topic (i.e. *occupation, reunification, The Allied and Axis forces*)
  - A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information
  - Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*)
  - Cohesion to reference ideas, people across text (i.e. *pronouns, synonyms, substitutions, renaming, collocations*)
  - Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest)
  - Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
  - A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when)
- Establish perspective through...
  - Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
  - Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*)
  - Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented, bravely, substantial*)
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...
  - Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore)
  - Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although)
  - Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may)

## Student Resources

### Primary Sources:

- Coronado PS & SS Readings
  - Coronado Describes the Querechos
  - Coronado's Journey
- Columbus Describes the Caribbean People
- Cabeza de Vaca's Journal
- The Mayflower Compact
- A French Colonial Town

- A Letter from Jamestown
- A Tightly Packed Slave Ship
- The Pequot Massacre
- Poor Richard's Almanac

### Secondary Sources:

- Understanding the Parts of a Map - Reading Maps
- European Colonization of the Americas - Working with a Timeline
- Timeline of the Life of Hernando Cortes - Working with a Timeline
- The Founding of the English Colonies - Reading a Table
- Slave Population vs. Colonial Population (1650-1760) - Reading / Comparing Two Tables
- Colonial Populations (1700-1760) - Reading a Bar Graph
- Queen Isabella and Christopher Columbus - Flow Chart Activity
- Captain John Smith and Jamestown - Motto Analysis
- The Pilgrims and the Puritans - Comparison Chart (Pilgrims vs. Puritans) and Analysis Question
- The French and Indian War Begins - Bubble Chart (Why didn't the European system of fighting a war work in America?)

### Texts:

- Early Explorers & Settlers.pdf
- From Colonies to Independence.pdf
- From Colonies to Independence SP.pdf
- The 13 Colonies.pdf
- The 13 Colonies (SP).pdf
- USI Text MS Level.pdf

### Technology





- Google Suite - Docs, Sheets, Slides, Forms, Classroom
- <https://kahoot.com/>
- <https://quizlet.com/>
- <https://www.blooket.com/>
- <https://www.gimkit.com/>
- <https://edpuzzle.com/>
- <https://quizizz.com/?lng=en>
- LinkIt! Assessments
- Chromebooks
- [HyperDocs](#)
- <https://learningenglish.voanews.com/p/6765.html>
- <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>
- <http://www.colorincolorado.org/>
- <https://www.merriam-webster.com/>
- <https://www.readworks.org/>
- <https://newsela.com/>
- <https://www.world-newspapers.com/>
- <https://www.cnn.com/us>

## Teacher Resources


### Shared Google Folder: Unit 1 - Exploration and Colonization

- Explorers and Early Settlers
- The Colonies (New England, Middle, Southern)
- Slavery in the Colonies
- Jamestown and Plymouth

### Texts:

-  Early Explorers & Settlers Teacher's Guide.pdf
-  From Colonies to Independence Teachers Guide.pdf
-  The 13 Colonies Teacher's Guide.pdf
-  USI Version Text GR7 TG.pdf

### Supplemental Texts:

- Unit 1 US History Shorts:  USI MLL Unit 1 Shorts.pdf
- *Contemporary's American History 1 Before 1865*, Matthew T. Downey, McGraw Hill, 2006. p. 20-101
- *U.S. History People and Events 1607-1865*, George Lee, Mark Twain Media, Inc., 2017. p. 5-26
- *Native Americans at the Time of the Explorers*, Steven Otinowski, Benchmark Education Company, (Level 4) 2011.
- *Explorers of the Americas*, Michael Sandler, Benchmark Education Company, (Level 4) 2011.
- *Discover Jamestown*, Barbara Brannon, Benchmark Education Company, (English Explorers, Level 1) 2011.
- *The Jamestown Community*, Deanne Kells, Benchmark Education Company, (English Explorers, Level 4) 2015.
- *England Explores the Americas*, Walter Sanders, Benchmark Education Company, (English Explorers, Level 4) 2015.
- *France Explores the Americas*, Walter Sanders, Benchmark Education Company, (English Explorers, Level 3) 2015.
- *Spain Explores the Americas*, Walter Sanders, Benchmark Education Company, (English Explorers, Level 2) 2015.
- *The Thirteen Colonies*, Joanne Wachter, Benchmark Education Company, (English Explorers, Level 2) 2015.
- *Survival at Plymouth: A Helping Hand in New Amsterdam*, Stacia Deutsch and Rhody Cohan, 2011.
- *United States History*, John Napp and Wayne King, American Guidance Services, Inc., 2001. p. 52-93
- *The New World (1500-1750)*, Graphic American History, Saddleback Educational Publishing, 2010.
- *Access Building Literacy Through Learning - American History*, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company, 2005. p. 30-53.





### Technology:

[Online Resources Early Explorers](#)

[Online Resources Colonies to Independence](#)

[Online Resources TheThirteen Colonies](#)

### Videos (Not Rated):

-  Jamestown Settlement | Jamestown Colony | Educational Story for Kids | Kids Academy
-  America the Story of Us: Life in Jamestown | History
-  How Roanoke Vanished Into Thin Air
-  The Inexplicable Disappearance of Roanoke | History's Greatest Mysteries (Season 4)

- ▶ **Mayflower Compact**
- ▶ **The Founding of the 13 Colonies | History**
- ▶ **13 American Colonies | US History | Kids Academy**
- ▶ **The Atlantic slave trade: What too few textbooks told you - Anthony Hazard**
- ▶ **Triangular Trade**

## Stage 2: Assessment Evidence

### **Pre-Assessments:**

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners
- Vocabulary

### **Formative Assessments:**

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

### **Summative Assessments:**

- Individual Unit Assessments
- Map Quiz of the 13 Colonies
- US History I for the Multilingual Learner Midterm Exam - Linkit!
- US History I for the Multilingual Learner Final Exam - Linkit!

### **Performance Task(s):**

- Commemorative Stamp Activity
- Vocabulary Google Slides
- Explorer Lands Map Activity
- A Portrait in Words Activity
- Explorer or Settlement Postcards

### Stage 3: Learning Plan

#### Suggested Learning Activities

- Students will work with maps to learn how to properly read various types of maps.
- Students will locate and label the seven continents on a world map.
- Students will label and color maps of early America to gain understanding of how America developed.
- Students will identify key vocabulary terms through the use of images and words in context. Students will recreate stories of the early explorers using words and pictures.
- Students will write sentences to describe life in the colonies.
- Students will create a 4-part visual chart to identify Spain's interest in establishing colonies in the New World.
- Students will compare and contrast the settlements in Jamestown and Plymouth.
- Students will locate and label the North American locations explored by various European explorers.
- Students will work together to complete "The Sick Ship" activity.
- Students will create timelines of key events that happened during the Age of Exploration.
- Students will identify how the middle colonies were different from Plymouth and Jamestown.
- Students will match the explorer with a flag of the nation they sailed from.
- Students will create a "portrait in words" to identify the type of person who would be willing to be an explorer.
- Students will identify the various types of items that were a part of the Columbian Exchange on a chart utilizing a map for reference. Students will then create a diagram of their favorite foods using the Columbian Exchange to learn the origin of their favorite foods.
- Students will identify the key components of the triangular trade and middle passage by watching a video on triangular trade and labeling a diagram / map of triangular trade.
- Students will create a postcard of early exploration or a settlement and tell a brief synopsis of it on the back of the postcard.
- Students will create a decorative stamp and coin to commemorate an important person or aspect of the 13 colonies.
- Students will create Google Slides for vocabulary words to translate the words into their native language and insert an image to represent the word.
- Students will read about and discuss the Mayflower Compact to understand its importance.
- Students will examine the passenger list of the Mayflower and discuss the difference between the Plymouth and Jamestown colonies by analyzing the gender and make up of the people that arrived at those colonies.
- Students will color a picture of the first American Flag and the current American Flag and will identify the similarities and differences using a t-grid.
- Students will create patriot stick puppets and identify their major contributions during this period.
- Students will identify key figures from the American Revolution and create pop-ups.

<b>Unit Plan Title</b>	Unit 2 - American Revolution and the Constitution
<b>Suggested Time Frame</b>	21 Days

<b>Overview/Rationale</b>
This unit will provide the students with a background of the colonial issues that developed with Great Britain. This will be further examined as the American Revolution unfolds. Key participants and events will highlight this unit as the United States wins its independence and embarks on its path as a new country with a new government.

<b>STAGE 1: Desired Results</b>	
<p><b>Established Goals:</b>  <b>New Jersey Student Learning Standards for Social Studies (2020)</b>  <b>6.1.12.GeoPP.2.b:</b> Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.  <b>6.1.12.EconEM.2.a:</b> Explain how the United States economy emerged from British mercantilism.  <b>6.1.12.HistoryCC.2.b:</b> Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).  <b>6.1.12.HistoryUP.2.a:</b> Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.  <b>6.1.12.CivicsPI.2.a:</b> Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.  <b>6.1.12.HistoryUP.2.c:</b> Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).  <b>6.1.12.HistoryCA.2.a:</b> Research multiple perspectives to explain the struggle to create an American identity.  <b>6.1.12.CivicsPD.2.a:</b> Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.</p>	
<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• Where did the idea of colonial independence originate?</li> <li>• Why do colonists become upset at parent nations?</li> <li>• How are revolutions won?</li> <li>• Who contributes to successful revolutions?</li> <li>• What is the role of geography in a war?</li> <li>• How are new governments made?</li> <li>• How are democratic republics' governments formed?</li> <li>• What are the roles and responsibilities of the different parts of government?</li> <li>• How do the branches of the government prevent one branch from becoming too powerful?</li> </ul>	<p><b>Enduring Understanding:</b>  <i>Students will understand:</i></p> <ul style="list-style-type: none"> <li>• Ideas are developed and refined over time.</li> <li>• Disputes over ideas, resources, values, and politics can lead to political change.</li> <li>• Revolutions are won by capturing geographic locations, defeating armies, and maintaining the support of the citizens.</li> <li>• Revolutionary movements require the contributions of individuals from diverse backgrounds to be successful.</li> <li>• Geography has a major impact on how wars are fought and which side prevails.</li> <li>• Creating a government is a process and often is not immediately successful.</li> </ul>

<ul style="list-style-type: none"> <li>● How does the United States Constitution deal with personal liberty and other issues not specifically mentioned in the Constitution?</li> </ul>	<ul style="list-style-type: none"> <li>● Democratic republics must incorporate ideas from multiple perspectives to form a representative government.</li> <li>● There is a separation of powers in a Democratic Republic to avoid one branch from gaining too much power.</li> <li>● A government can utilize a system of checks and balances in the different branches of government to prevent one portion of the government from becoming too powerful.</li> <li>● A government needs to be able to adapt to a changing world.</li> </ul>
<p><b>Knowledge:</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● The ideas used to justify American independence were based on the ideas of Enlightenment philosophers.</li> <li>● How the French &amp; Indian War and the changes that resulted from the war altered many colonists' views about remaining as colonies of Great Britain.</li> <li>● The American Revolution was won by a combination of military victories combined with keeping the army intact until the British lost the will to fight.</li> <li>● Women and men along with Black Americans, Indigenous Peoples, &amp; LGBTQ+ people all contributed to the American victory in the American Revolution.</li> <li>● New Jersey was of paramount importance to the American victory in the American Revolution.</li> <li>● The Articles of Confederation had several major issues that required the creation of the United States Constitution.</li> <li>● Members of the Constitutional Convention had different ideological positions and goals during the convention based on both personal political beliefs, economics, and social values.</li> <li>● The Legislative Branch creates laws, the Executive Branch enforces laws, and the Judicial Branch interprets the laws in the United States government.</li> <li>● How the system of checks and balances function in the United States government.</li> <li>● The Bill of Rights protects personal liberties as well as explaining the function of the United States government not included in the Constitution.</li> </ul>	<p><b>Skills:</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>● Identify key people &amp; ideas from the Enlightenment and explain their impact on the decision to revolt by American colonists.</li> <li>● Develop and support an opinion about if the American colonists were justified in declaring independence from Great Britain.</li> <li>● Sequence key events that led to the American victory during the American Revolution.</li> <li>● Compare multiple perspectives of the American Revolution and assess the contributions of various groups on the outcome of the war (some examples may include but will not be limited to Crispus Attucks, Salem Poor, Baron von Steuben, Pulaski, and Colonel Tye).</li> <li>● Analyze the important events and contributions of citizens from New Jersey on the outcome of the American Revolution.</li> <li>● Evaluate the Articles of Confederation and identify specific strengths &amp; weaknesses.</li> <li>● Explain the different positions and goals of the members of the Constitutional Convention as well as the compromises that occurred in order to achieve ratification.</li> <li>● Explain the composition and powers of the Legislative, Executive &amp; Judicial Branches as enumerated in the Constitution.</li> <li>● Analyze the system of checks and balances included in the Constitution and explain why they were included.</li> <li>● Identify which amendments to the Constitution from the Bill of Rights would be applicable in real life situations.</li> </ul>

<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>Civic Financial Responsibility</b>
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	<b>Economic and Government Influence</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
	<b>Planning and Budgeting</b>
X	9.1.12.PB.1: Explain the difference between saving and investing.
	<b>Credit and Debit Management</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

<b>9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12</b>	
	<b>Career Awareness and Planning</b>
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

<b>9.4 LIFE LITERACIES AND KEY SKILLS</b> <b>Grade 9-12</b>	
	<b>Creativity and Innovation</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
	<b>Information and Media Literacy</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
	<b>Technology Literacy</b>
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.



## Interdisciplinary Connections

### **WIDA Standards (2020)**

#### **ELD-SS 9-12 Explain.Interpretive** Interpret social studies explanations by:

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events.
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts.
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose.

#### **ELD-SS 9-12 Explain.Expressive** Construct social studies explanations that:

- Introduce and contextualize multiple phenomena or events through...
  - Prepositional phrases to establish conditions, time, place (i.e. *during the Industrial Revolution*).
  - A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events.
  - Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations).
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...
  - Passive voice to keep emphasis on the main topic (i.e. *Farm policies were enforced by regulatory agents*).
  - Verbs to highlight agents and recipients (i.e. *Migrant workers challenged farm policies*).
  - Declarative statement to evaluate and interpret events (i.e. *Impressionist artists showcased a new way to observe and depict the world*).
  - Evaluate verbs and adjectives to judge behavior or moral character (i.e. *dominated, succumbed to; ineffective, powerful*).
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...
  - Nominalizations to name abstract concepts, ideas, ideologies (i.e. *racism, reunification, criminalization*).
  - Dependent clauses to express details that occur as a result of place, manner, duration, extent.
  - Complex sentences to clarify causal, linked, time-bound or sequential relationships.
  - Expanded noun groups to add details (i.e. *One young girl lives in the urban streets of Chicago*).
  - Connectors to maintain chronological, causal or logical relationships (i.e. *as a result, meanwhile, therefore*).
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena.
  - Nominalizations to summarize events and name abstract phenomena.

#### **ELD-SS 9-12 Argue.Interpretive** Interpret social studies arguments by:

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective).
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources.
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives.

#### **ELD-SS 9-12 Argue.Expressive** Construct social studies arguments that:

- Introduce and contextualize the topic through...
  - Generalized nouns and descriptive titles to introduce topics (i.e. *occupation, reunification, The Allied and Axis forces*).
  - A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information.
  - Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*).
  - Cohesion to reference ideas, people across text (i.e. *pronouns, synonyms, substitutions, renaming, collocations*).
  - Given/new patterns to link relationships, add new details, and condense information into abstract nouns.

- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest).
  - Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened.
  - A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when).
- Establish perspective through...
  - Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
  - Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*).
  - Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented, bravely, substantial*).
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...
  - Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).
  - Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although).
  - Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may).

## Student Resources

### Primary Sources:

- The Boston Massacre: An American Account
- Skill Builder: Identifying Propaganda
- The Stamp Act
- "Common Sense"
- Who Shot First? (Three accounts taken from *What Happened on Lexington Green?*)
- Skill Builder - Historical Works of Art
- Abigail Adams and Thomas Jefferson on Shays's Rebellion
- Recognizing Persuasive Writing (an excerpt from Alexander Hamilton's *Federalist* essays, No. 15)
- Sam Adams Against the Constitution
- Reading a Historical Document: The Constitution of the United States

### Secondary Sources:

- The Declaration of Independence Timeline Activity
- Americans Fight for Liberty Activity / Structural Analysis
- Benedict Arnold - Traitor Central Idea and Summary Activity
- Treaty of Paris Cause and Effect Activity
- Articles of Confederation Powers & Weaknesses Activity
- Old Soldiers Threaten Civilian Rule Cause and Effect Activity
- The Constitutional Convention Results Timeline Activity

### Texts

- The American Revolution .pdf
- Making the Constitution.pdf
- Constitution Text.pdf ■ Constitution Text Spanish.pdf
- USI Text MS Level.pdf

## Technology

- Google Suite - Docs, Sheets, Slides, Forms, Classroom
- <https://kahoot.com/>
- <https://quizlet.com/>
- <https://www.blooket.com/>
- <https://www.gimkit.com/>
- <https://edpuzzle.com/>
- <https://quizizz.com/?lng=en>
- LinkIt! Assessments
- Chromebooks
- [HyperDocs](#)
- <https://learningenglish.voanews.com/p/6765.html>
- <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>
- <http://www.colorincolorado.org/>
- <https://www.merriam-webster.com/>
- <https://www.readworks.org/>
- <https://newsela.com/>
- <https://www.world-newspapers.com/>
- <https://www.cnn.com/us>

## Teacher Resources


### Shared Google Folder: Unit 2 - Conflict & New Beginnings

- Enlightenment Ideas in American Ideas
- Events leading to the American Revolution
- Declaration of Independence & the American Revolution
- The Articles of Confederation vs. the Constitution

### Texts:

- The American Revolution Teacher's Guide.pdf
- Making the Constitution Teacher's Guide.pdf
- Constitution Teachers Guide.pdf
- USI Version Text GR7 TG.pdf

### Supplemental Texts:

- Unit 2 US History Shorts:  USI MLL Unit 2 Shorts.pdf
- *Access Building Literacy Through Learning - American History*, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company, 2005. p. 54-89.
- *The American Revolution*, Joaquin Carr, Benchmark Education Company (RIGOR Series, Level 3) 2011.
- *The Bill of Rights*, Patricia Brinkman, Benchmark Education Company (English Explorers, Level 4), 2015.
- *The Constitution*, Patricia Brinkman, Benchmark Education Company (English Explorers, Level 3) 2015.
- *Contemporary's American History 1 Before 1865*, Matthew T. Downey, McGraw Hill, 2006. p.104-167
- *George Washington and the American Revolution*, Joanne Wachter, Benchmark Education Company (RIGOR Series, Level 2) 2011.
- *Spies of the American Revolution*, Martha Sias Purcell, Perfection Learning, 2003.
- *Symbols of the United States*, Etta Johnson, Benchmark Education Company (RIGOR Series, Level 1) 2011.

- *The United States Government*, Etta Johnson, Benchmark Education Company (English Explorers, Level 4) 2015.
- *U.S. History People and Events 1607-1865*, George Lee, Mark Twain Media, Inc., 2017. p. 19-32
- *The United States Emerges (1783-1800)*, Graphic American History, Saddleback Educational Publishing, 2010.
- *United States History*, John Napp and Wayne King, American Guidance Services, Inc., 2001. p.94-135
- *Writing the Constitution*, Patricia Brinkman, Benchmark Education Company (English Explorers, Level 2) 2015.

#### Technology:

- American Revolution Cards.pdf
- American Revolution Online Resources.pdf
- American Revolution Online Resources.pdf
- Making the Constitution Online Resources.pdf
- The US Constitution TG.pdf
- The US Constitution Activity Book.pdf
- The Constitution Online Resources.pdf

#### Videos (Not Rated):

-  The Causes of the American Revolution Rap
-  "Footsteps Through History: Declaration of Independence" by Adventure Academy
-  "Footsteps Through History: Give Me Liberty" by Adventure Academy
-  "Footsteps Through History: Abigail Adams" by Adventure Academy
-  Britain Don't tax me ( a What is Love Parody)
- America: The Story of US - Season 1 - Episode 1 & 2 Rebels  America: The Story of US D1.m4v  
0:00-1:33:00
-  Hamilton: the animated musical with Spanish subtitles
-  Constitutional Convention Rap - A parody of "Run This Town" by Jay-Z
-  The First 10 Amendments - The Bill of Right Rap (Hamilton Style)
- John Adams (TV Mini-series - 2008) S1, Ep. 2 Independence
- Sons of Liberty (TV Mini-series - 2015) S1, Ep. 2 The Uprising
- Sons of Liberty (TV Mini-series - 2015) S1, Ep. 3 Independence
- Liberty Kids (2002-2003) S1, Ep. 1 The Boston Tea Party
- Liberty Kids (2002-2003) S1, Ep. 6 The Shot Heard 'round the World
- Liberty Kids (2002-2003) S1, Ep. 11 Washington Takes Command (of the army)
- Liberty Kids (2002-2003) S1, Ep. 36 Yorktown
- Liberty Kids (2002-2003) S1, Ep. 40 We the People

### Stage 2: Assessment Evidence

#### Pre-Assessments:

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners

- Vocabulary

#### **Formative Assessments:**

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

#### **Summative Assessments:**

- Individual Unit Assessments
- US History I for the Multilingual Learner Midterm Exam - Linkit!
- US History I for the Multilingual Learner Final Exam - Linkit!

#### **Performance Task(s):**

- Interactive Notebook(s)
- Patriot Stick Puppets
- Key People Pop-Ups (BobbleHeads)
- Vocabulary Google Slides
- Revolutionary “Yearbook”
- ABC Constitution Book

### **Stage 3: Learning Plan**

#### **Suggested Learning Activities:**

- Students will examine the ideas of the Enlightenment that influenced the colonists to break away from England.
- Students will identify and discuss the Enlightenment ideas found in our key documents (i.e. Declaration of Independence and the Constitution).
- Students will create a timeline of important events and people from the French and Indian War.
- Students will create a t-grid of causes and effects of the French and Indian War.
- Students will create a timeline of events that led to the American Revolution.
- Students will use graphic organizers to identify and explain the many causes of the American Revolution (i.e. Boston Massacre, Boston Tea Party, Declaration of Independence).
- Students will view and interpret several political cartoons related to the times (i.e the American horse throwing its rider).
- Students will be able to identify and discuss the major battles and important figures from the American Revolution.

- Students will analyze the roles played by African Americans in the Revolution.
- Students will create pop-up notes on six key figures during the American Revolution.
- Students will construct a timeline of New Jersey's role and importance in the American Revolution.
- Students will be able to identify and explain the weaknesses of the Articles of Confederation.
- Students will create a pop-up organizer of the key individuals at the Constitutional Convention and will identify what their main ideas were for the new nation.
- Students will identify the purposes for government stated in the Preamble of the Constitution.
- Students will create a foldable for the Articles of the Constitution to describe the purpose of each Article and what aspect of government it deals with.
- Students will create a foldable to explain the weaknesses of the Articles of Confederation.
- Students will create an interactive notebook page on Articles I, II, and III to define the structure of government.
- Students will select six expressed powers of Congress that they feel are the most important and draw pictures to represent those powers. They will identify and write down some implied powers that come from those expressed powers.
- Students will explain the amendment process in words and images to explain how amendments are proposed and ratified.
- Students will create a flower foldable to identify the five freedoms covered in the First Amendment by matching images to represent each freedom and will define civil liberties.
- Students will explain what the Bill of Rights protects citizens from and will explain the role of the Ninth Amendment.
- Students will illustrate the Constitution vocabulary terms and will translate them (as best as possible) into their native languages.
- Students will create a t-grid to compare and contrast the Articles of Confederation with the U.S. Constitution.
- Students will create a Venn diagram to compare and contrast the NJ Plan, the VA Plan and the CT Compromise.
- Students will summarize the preamble to the Constitution and will translate it into their native language.
- Students will be able to create a Revolution "Yearbook" to highlight key people and key events that happened from 1776-1789.
- Students will work together as a class to create an ABC book choosing from all of the Constitution vocabulary, key events, and key people.

<b>Unit Plan Title</b>	Unit 3 - Early Government and Expansion
<b>Suggested Time Frame</b>	22 Days

<b>Overview/Rationale</b>
European hostilities in early American history resulted in conflict, ending in a secure nation. Sectional disputes within early America over slavery and its westward expansion eroded the spirit of nationalism that swept the nation after the War of 1812. The one-party political system, dominated by the Democratic-Republicans began to unravel in the 1820's. Throughout the course of early America, the power of the federal government changed.

<b>Stage 1: Desired Results</b>
<p><b>Established Goals:</b>  <b>New Jersey Student Learning Standards for Social Studies (2020)</b>  <b>6.1.12.CivicsPI.2.b:</b> Examine the emergence of early political parties and their views on centralized government and foreign affairs and compare these positions with those of today's political parties.  <b>6.1.12.CivicsPD.2.a:</b> Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.  <b>6.1.12.CivicsPR.2.a:</b> Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.  <b>6.1.12.GeoPP.2.a:</b> Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.  <b>6.1.12.CivicsPI.3.a:</b> Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.  <b>6.1.12.Civics.PI.3.b:</b> Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.  <b>6.1.12. CivicsDP.3.b:</b> Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.  <b>6.1.12. CivicsDP.3.c:</b> Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.  <b>6.1.12.GeoSV.3.a:</b> Evaluate the impact of Western settlement on the expansion of United States political boundaries.  <b>6.1.12.EconET.3.a:</b> Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.  <b>6.1.12.HistoryUP.3.a:</b> Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).</p>

**6.1.12.HistoryCA.3.a:** Use evidence to demonstrate how states' rights (i.e., Nullification) and sectional interests have influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

**Essential Questions:**

- What problems will a first administration have under a new constitution?
- Why do political parties form?
- How do you evaluate leaders?
- How do nations avoid war?
- How does a nation expand?
- Why do wars start?
- What impact does victory in a war have on a nation?
- What impact does geography have on economies?
- What qualities do populations look for in a leader?
- How do the policies of presidents impact how historians evaluate administrations?

**Enduring Understanding:**

*Students will understand:*

- New governments need to be tested and ambiguous wording in a constitution needs to be interpreted.
- Political parties form around key issues often focusing on conservative and liberal ideologies.
- Historians evaluate leaders by examining their successes and failures.
- Nations can use economic pressure to prevent becoming engaged in military actions.
- Nations can expand by purchasing new territory, conquering new territory, or annexing new territory.
- Wars often have political, social, and economic causes.
- Victories can lead to an increase of nationalism in a nation.
- Different geographic locations have different natural resources which lead to different economic systems.
- Military success is often a desirable trait in a candidate for an electorate.
- Presidential policies and their impact can be used to assess the effectiveness or ineffectiveness of a presidential administration.

**Knowledge:**

*Students will know...*

- The Washington Administration faced the challenge of putting the Constitution into practice, including separating the enumerated and implied powers of the government.
- The Federalist and Anti-Federalist political parties formed in America because of differing opinions including the economic future of the United States, which nations to ally with, and the strength of the Federal Government.
- The efficacy of various presidential administrations (Washington, Adams, Jefferson, Jackson) is debated by historians based on varying viewpoints and criteria.

**Skills:**

*Students will be able to...*

- Identify and categorize different examples of enumerated and implied powers.
- Compare the viewpoints and ideologies of Federalists and Anti-Federalists and evaluate their impact on both the nation and New Jersey.
- Evaluate various presidential (Washington, Adams, Jefferson, Jackson) administrations.
- Explain the reasons and ways in which Jefferson attempted to avoid war with European nations.
- Analyze steps that were taken to expand the nation under Jefferson.



<ul style="list-style-type: none"> <li>• Jefferson utilized the Embargo of 1807 to prevent the United States from getting involved in the conflict between France and Great Britain.</li> <li>• The Louisiana Purchase greatly increased the size of the United States.</li> <li>• The War of 1812 was the result of trade restrictions and the belief that the British encouraged Indigenous Peoples to attack the United States.</li> <li>• The War of 1812 led to a rise of nationalism in the United States.</li> <li>• Innovation in industry led to urbanization in the northern United States while the southern United States focused on slavery and the plantation system.</li> <li>• Jackson utilized his previous military success and populism to win the election of 1828.</li> <li>• Jackson's policies included supporting federal authority, relocating Indigenous Peoples, and undermining the Bank of the United States.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the causes and consequences of the War of 1812 for both New Jersey and the nation.</li> <li>• Evaluate how nationalism after the War of 1812 impacted both economic and foreign policies.</li> <li>• Compare and contrast the Northern &amp; Southern economies and how these differences led to the rise of sectionalism in the United States.</li> <li>• Examine Jackson's past military victories and explain why he appealed to the American people.</li> <li>• Identify and evaluate three policies of the Jackson Administration.</li> </ul>
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<b>CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS</b> <b>9.1 FINANCIAL LITERACY - Grades 9 - 12</b>	
	<b>Financial Psychology</b>
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>Civic Financial Responsibility</b>
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	<b>Economic and Government Influence</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.
	<b>Planning and Budgeting</b>
X	9.1.12.PB.1: Explain the difference between saving and investing.
	<b>Credit and Debit Management</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

## 9.2 CAREER AWARENESS, EXPLORATION, PREPARATION, AND TRAINING - Grades 9 - 12

### Career Awareness and Planning

X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
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## 9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12

### Creativity and Innovation

X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
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X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
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### Information and Media Literacy

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

X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.
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## Interdisciplinary Connections

### **WIDA Standards (2020)**

#### **ELD-SS 9-12 Explain.Interpretive** Interpret social studies explanations by:

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events.
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts.
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose.

#### **ELD-SS 9-12 Explain.Expressive** Construct social studies explanations that:

- Introduce and contextualize multiple phenomena or events through...
  - Prepositional phrases to establish conditions, time, place (i.e. *during the Industrial Revolution*).
  - A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events.
  - Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations).
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...
  - Passive voice to keep emphasis on the main topic (i.e. *Farm policies were enforced by regulatory agents*).
  - Verbs to highlight agents and recipients (i.e. *Migrant workers challenged farm policies*).
  - Declarative statement to evaluate and interpret events (i.e. *Impressionist artists showcased a new way to observe and depict the world*).
  - Evaluate verbs and adjectives to judge behavior or moral character (i.e. *dominated, succumbed to; ineffective, powerful*).

- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...
  - Nominalizations to name abstract concepts, ideas, ideologies (i.e. *racism, reunification, criminalization*).
  - Dependent clauses to express details that occur as a result of place, manner, duration, extent.
  - Complex sentences to clarify causal, linked, time-bound or sequential relationships.
  - Expanded noun groups to add details (i.e. *One young girl lives in the urban streets of Chicago*).
  - Connectors to maintain chronological, causal or logical relationships (i.e. *as a result, meanwhile, therefore*).
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena.
  - Nominalizations to summarize events and name abstract phenomena.

**ELD-SS 9-12 Argue.Interpretive** Interpret social studies arguments by:

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective).
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources.
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives.

**ELD-SS 9-12 Argue.Expressive** Construct social studies arguments that:

- Introduce and contextualize the topic through...
  - Generalized nouns and descriptive titles to introduce topics (i.e. *occupation, reunification, The Allied and Axis forces*).
  - A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information.
  - Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*).
  - Cohesion to reference ideas, people across text (i.e. *pronouns, synonyms, substitutions, renaming, collocations*).
  - Given/new patterns to link relationships, add new details, and condense information into abstract nouns.
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest).
  - Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened.
  - A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when).
- Establish perspective through...
  - Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
  - Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*).
  - Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented, bravely, substantial*).
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...
  - Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).
  - Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although).

- Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may).

## Student Resources

### Primary Sources:

- Reading - Alexander Hamilton on the Importance of Manufacturing
- Reading & Skill Builder - William Clark's Journal and Diaries as Primary Sources
- Prevention of Slave Trade legislation
- Speech by Tecumseh
- The Monroe Doctrine
- Reading - The Versatile Farmer
- Reading - The Trail of Tears
- Skill Builder - Analyzing Political Cartoons
- Reading - Sold at Auction: Louis Hughes
- A Message from the Alamo
- Reading - The Fall of Mexico City: Two Accounts
- Seneca Falls Declaration
- Reading - The Kansas-Nebraska Debate

### Secondary Sources:

- Skill Builder - Reading a Map (*Principal Rivers, Roads, and Canals circa 1840*)
- Skill Builder - Analyzing Political Cartoons
- Graphs and Charts - Revolutionary War Battles
- Skill Builder - Reading Graphs (*Cotton Production 1800-1860 vs. Slave Population 1800-1860*)
- Skill Builder - Critically Reading Primary Sources
- Skill Builder - Mapping Change over Time (*Railroads, 1850 and 1860*)
- Skill Builder - Mapping Movement (*The Mexican War, 1846-1848*)
- Skill Builder - Reading a Presidential Election Map (*Election of 1860*)
- American Slavery As It Is
- George Washington Becomes President - Fact vs. Opinion Activity
- Eli Whitney Invents the Cotton Gin (T-grid showing positive and negative consequences)
- The Alien and Sedition Acts Graphic Organizer with Key terms (Vocabulary and Grammar Practice)
- The Louisiana Purchase Central Idea Mapping
- Marbury vs. Madison Cause and Effect (Event and Impact) Chart
- Robert Fulton and the Steamboat Informational Text - Comprehension
- Events Leading up to the War of 1812 Analysis Chart
- The Missouri Compromise of 1820 (Role of Tallmadge, Thomas, and Clay)
- The Election of 1824 Analysis
- Improvements in Transportation Central Idea and details chart
- The Five "Civilized" Tribes Are Moved West Timeline / Event Sequencing
- Jackson Opposes the Central Banking System Pros and Cons Analysis
- The North Develops an Industrial Economy Key Details and Summary Chart Organizer
- The Oregon Territory Flow Chart Graphic Organizer
- The Reform Movement in Pre-Civil War America Chart
- The California Gold Rush Graphic Organizer
- The Compromise of 1850 Map Activity
- "Bleeding Kansas" Graphic Organizer<sup>7</sup>

### Texts:

- Early Presidents Text.pdf
- War of 1812 SR.pdf
- Exploring the West Student Text.pdf ■ Exploring the West (SP) Student Text.pdf
- Westward Expansion.pdf
- Westward Expansion b4 the Civil War (GR5).pdf
- USI Text MS Level.pdf

### Technology

- Google Suite - Docs, Sheets, Slides, Forms, Classroom
- <https://kahoot.com/>
- <https://quizlet.com/>
- <https://www.blooket.com/>
- <https://www.gimkit.com/>
- <https://edpuzzle.com/>
- <https://quizizz.com/?lng=en>
- LinkIt! Assessments
- Chromebooks
- HyperDocs
- <https://learningenglish.voanews.com/p/6765.html>
- <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>
- <http://www.colorincolorado.org/>
- <https://www.merriam-webster.com/>
- <https://www.readworks.org/>
- <https://newsela.com/>
- <https://www.world-newspapers.com/>
- <https://www.cnn.com/us>

### Teacher Resources

#### Shared Google Folder: ■ Unit 3 - Early Government & Expansion

- George Washington and Thomas Jefferson
- James Madison and the War of 1812
- James Monroe and the Era of Good Feelings
- Andrew Jackson

### Texts:

- Early Presidents Teachers Guide.pdf
- The War of 1812 TG.pdf
- Exploring the West TG.pdf
- Americans Move West TG.pdf
- USI Version Text GR7 TG.pdf

### Supplemental Texts:

- Unit 3 US History Shorts ■ USI MLL Unit 3 Shorts.pdf
- *Access Building Literacy Through Learning - American History*, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company, 2005. p. 90-125.

- *Americans Move Westward (1800-1850)*, Graphic American History, Saddleback Educational Publishing, 2010.
- *Contemporary's American History I Before 1865*, Matthew T. Downey, McGraw Hill, 2006. p.168-309
- *Courage on the Oregon Trail*, Dorothy Francis, Perfection Learning, 2003.
- *Immigrants and Neighbor*, Thomas S. Owens, Perfection Learning, 2003.
- *Problems of a New Nation (1800-1830)*, Graphic American History, Saddleback Educational Publishing, 2010.
- *Spotlight on America: Westward Movement*, Teacher Created Resources Inc., 2008.
- *United States History*, John Napp and Wayne King, American Guidance Services, Inc., 2001. p. 136-269
- *U.S. History People and Events 1607-1865*, George Lee, Mark Twain Media, Inc., 2017. p. 33-72
- *Washington is Burning! The War of 1812*, Alvin Robert Cunningham, Perfection Learning, 2003.

## Technology

- [Early Presidents Image Cards.pdf](#)
- [Early Presidents Online Resources.pdf](#)
- [Frontier Explorers Image Cards.pdf](#)
- [Frontier Explorers Read Aloud.pdf](#)
- [Frontier Explorers Supplemental Guide.pdf](#)
- [Frontier Explorers Flip Book.pdf](#)

## Videos (Not Rated):

- The Presidents Series - S1, Ep.1 Washington to Monroe (1789-1825)
- [YouTube Biography of George Washington for Kids: Meet the American President - FreeSchool](#)
- [YouTube Who Was George Washington? | Presidents Day | All About George Washington for Kids | Twi...](#)
- [YouTube Biography of Thomas Jefferson for Kids: Meet the American President - FreeSchool](#)
- [YouTube Thomas Jefferson Facts for Kids | Biography & Legacy of America's 3rd President](#)
- [YouTube John Adams & Thomas Jefferson: The Founding Fathers' Friendship and Friction](#)
- [YouTube James Madison - 4th U.S. President & Father of the Constitution | Mini Bio | BIO](#)
- [YouTube James Madison | 60-Second Presidents | PBS](#)
- [YouTube James Monroe | 60-Second Presidents | PBS](#)
- [YouTube James Monroe: The Last Founding Father](#)
- [YouTube Monroe Doctrine 101 | What is the Monroe Doctrine?](#)
- [YouTube Monroe Doctrine \(Adele's "Hello" Parody\) - @MrBettsClass](#)
- [YouTube Monroe Doctrine Song \(Beat it Parody\)](#)
- [YouTube Who Are the Founding Fathers? | Founding Fathers for kids | Learn all about the Founding Fat...](#)
- The Presidents Series - S1, Ep. 2 J.Q. Adams to Polk (1825-1849)
- [YouTube Violence and Tensions in the American West | America: The Story Of Us \(S1, E3\) | Full Episode](#)
- [YouTube Lewis and Clark for Kids | Learn about the Louis and Clark expedition and the Louisiana Purc...](#)
- [YouTube Lewis and Clark- animated map](#)
- [YouTube The Louisiana Purchase](#)

## STAGE 2: Assessment Evidence

### Pre-Assessments:

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners
- Vocabulary

### Formative Assessments:

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

### Summative Assessments:

- Individual Unit Assessments
- Quiz on Early Presidents
- US History I for the Multilingual Learner Midterm Exam - Linkit!
- US History I for the Multilingual Learner Final Exam - Linkit!

### Performance Task(s):

- War of 1812 Storyboard Activity
- Timeline Activity of Westward Expansion
- Who Went West? Image Cards

## Stage 3: Learning Plan

- Students will identify Washington's key cabinet members and will explain their individual roles.
- Students will create a Venn Diagram to examine the differences and similarities between Federalists and Democratic-Republicans.
- Students will identify and explain some early events and dilemmas in America by completing a three-flap chart on the Whiskey Rebellion, the XYZ Affair, and the Alien and Sedition Acts.

- Students will color a map of U.S. territories in 1800 and those acquired through the Louisiana Purchase and will identify the 5 W's (Who, What, When, Where, Why) and How related to the Louisiana Purchase.
- Students will describe the purpose and importance of the Monroe Doctrine by creating a foldable and drawing a symbol to represent the Monroe Doctrine on a map of the Americas.
- Students will create a timeline of Westward Expansion using images, dates, and words to represent key events between 1775 and 1898.
- Students will read and interpret a map on "The Travels of Jedediah Smith" to identify which states were traveled through and what natural features were found along the way.
- Students will identify and interpret the trails that were used to travel west across the United States.
- Students will examine a map of Native American Tribes and a modern map of the continental United States to identify which tribes lived in which modern day states according to the map.
- Students will color a map of U.S. expansion to show how Manifest Destiny occurred and will create a map key to identify the different acquisitions.
- Students will examine a map of the frontier railroads to identify which railroads ran through which states.
- Students will create image cards of famous Westerners using images and descriptions of their westward activities.
- Students will identify and discuss the importance of early Supreme Court Cases (i.e. Marbury v. Madison, McCulloch v. MD, and Gibbons v. Ogden) by creating a chart to show the year, the main issue, and the importance of each case.
- Students will create a timeline flap organizer for the key events of the War of 1812 with highlighting the Battles of Tippecanoe and New Orleans, the Burning of Washington D.C. and the Bombardment of Ft. McHenry. They will draw a picture to represent each event on the front of each flap and will write a short explanation of the event under each flap.
- Students will identify and explain the causes, key battles, key events, and effects of the War of 1812.
- Students will be able to identify and explain three reasons why the common man or woman would have supported Andrew Jackson.
- Students will describe how Andrew Jackson "fought with" the Native Americans, the National Bank and Nullification by creating a 3 column chart with a description of how he was fighting each opponent and drawing a picture to represent each "duel".
- Students will complete a foldable for Early America Vocabulary terms using definitions and pictures to help remember each key term or event.



<b>Unit Plan Title</b>	Unit 4: Civil War & Reconstruction
<b>Suggested Time Frame</b>	21 Days

<b>Overview/Rationale</b>
<p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation. This unit will examine the main causes of the American Civil War, key participants, and battles that impacted the outcome of the war. Race relations and regional differences will be a focal point during this unit. The period of time following the American Civil War is best known for its division of groups who were trying to reunite. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences. In this unit, students will also analyze the impact that Reconstruction policies had on the United States.</p>

Stage 1: Desired Results	
<b>Established Goals:</b> <b>New Jersey Student Learning Standards for Social Studies (2020)</b> <b>6.1.12.CivicsDP.4.a:</b> Compare and contrast historians’ interpretations of the impact of the 13th, 14th, and 15th Amendments on African Americans ability to participate in influencing governmental policies. <b>6.1.12.CivicsDP.4.b:</b> Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address). <b>6.1.12.CivicsPR.4.a:</b> Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. <b>6.1.12.GeoSV.4.a:</b> Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war. <b>6.1.12.GeoPP.4.a:</b> Use evidence to demonstrate the impact of population shifts and migration patterns during the Reconstruction period. <b>6.1.12.EconET.4.a:</b> Assess the role that economics played in enabling the North and South to wage war. <b>6.1.12.EconNE.4.a:</b> Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South. <b>6.1.12.HistoryCC.4.a:</b> Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century. <b>6.1.12.HistoryUP.4.a:</b> Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. <b>6.1.12.HistoryUP.4.b:</b> Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War. <b>6.1.12.HistoryCC.4.b:</b> Compare and contrast the impact of the American Civil War with the impact of a past or current civil war in another country in terms of the consequences of costs, reconstruction, people's lives, and work. <b>6.1.12.HistoryCA.4.c:</b> Analyze the debate about how to reunite the country and determine the extent to which enacted Reconstruction policies achieved their goals.	
<b>Essential Questions:</b> <ul style="list-style-type: none"><li>• What issues arise with adding new territory to a nation?</li><li>• Why do new political parties emerge?</li><li>• Why do civil wars occur?</li></ul>	<b>Enduring Understandings:</b> <i>Students will understand:</i> <ul style="list-style-type: none"><li>• Adding new territory to a democratic republic has the potential to change the balance of power in the nation.</li></ul>

- How can one compare military opponents?
- How can a military stalemate be broken?
- How do different people contribute to a war effort?
- How do battles impact the outcome of a war?
- How are wars won?
- How do nations recover from a civil war?
- Should the local government or the federal government have more power?
- How do oppressed peoples gain and maintain their rights?
- How can one evaluate a government policy?
- Why do governmental policies change?
- What impact does the passage of time have on historical interpretation?

- New political parties emerge when one or more issues unite a group of people to achieve their shared goals.
- An inability or the perception of being unable to compromise often leads to civil war.
- Economic strength, size of a military, technological advancement, geographic advantage, experience and leadership are all important factors in a successful military.
- Changing the purpose of a conflict can change the dynamic of the war.
- War efforts require the contributions of individuals from diverse backgrounds to be successful.
- Individual battles can have a major impact on the outcome of a war.
- Having superior resources can be a deciding factor in the outcome of a war.
- A nation's recovery from a civil war needs to balance the need to fix the issue that caused the war and the need to unify the nation.
- The federal government has exerted power over the states on numerous occasions.
- Ideas about civil rights and liberties evolve over time.
- Government policies can be evaluated by examining and assessing the strengths and weaknesses of the policy.
- Government policies change over time as the political, social, and economic situation changes.
- The passage of time allows historians to view the long term impact of events.

### **Knowledge:**

*Students will know...*

- Admitting new states to the Union risked upsetting the balance of power between free and slave states.
- The debate over slavery led to the creation of the Republican Party pushing the nation towards the Civil War.
- Lincoln's election in 1860 was the flashpoint that led to the Confederate states to secede from the Union.
- Both the Union and the Confederacy had strengths and weaknesses.
- Neither side was able to gain and hold additional territory early in the Civil War.

### **Skills:**

*Students will be able to...*

- Assess the problem posed by adding new states to the Union from both the Northern and Southern perspective.
- Analyze how the political realignment that occurred in the 1850's polarized American politics along party lines to the point that further compromise was impossible.
- Evaluate the role that the 1860 election played in causing the American Civil War.
- Appraise the strengths and weaknesses of the Union and Confederacy at the beginning of the Civil War.
- Examine the early battles of the Civil War.

- The Emancipation Proclamation changed the nature of the War.
- Men, women, and Black Americans contributed to both the Union and Confederate war efforts in different ways.
- The Union victories at Vicksburg and Gettysburg were the turning point of the Civil War.
- The Union was victorious due to having a greater number of troops, more money, and disabling the economic engine of the Confederacy.
- The debate over Reconstruction centered around the needs to reunify the nation and the need to protect the rights of newly emancipated Black Americans.
- Constitutional Reconstruction focused on protecting the right of Black Americans in the South.
- The 13th, 14th, and 15th Amendments were needed to ensure the rights of Black Americans.
- Reconstruction allowed the South to begin to recover and provided opportunities for Black Americans but also allowed corruption.
- Resentment of federal involvement in Southern states and the increased opportunities for Black Americans led to Southern resistance to Reconstruction.
- Increased federal involvement in Southern states, a national economic downturn, and a controversial presidential election led to the end of Reconstruction.
- Reconstruction did reunify the nation but did not protect the rights of Black Americans.

- Appraise the impact of the Emancipation Proclamation on the Union war effort.
- Compare the roles and experiences of men, women, and Black Americans in the Union and Confederacy during the Civil War.
- Evaluate the impact of the Union victories at Vicksburg and Gettysburg on the outcome of the Civil War.
- Analyze why the Union was victorious in the Civil War and evaluate the impact of the war on the reunified nation.
- Compare and contrast Lincoln's plan for Reconstruction to the one implemented by Johnson.
- Explain the major policies of Congressional Reconstruction.
- Analyze and assess the short and long term impact of the 13th, 14th, and 15th Amendments to the Constitution.
- Evaluate the strengths and weaknesses of Congressional Reconstruction in the South.
- Analyze the southern response to Reconstruction.
- Sequence the events that led to the end of Reconstruction.
- Collaborate to explain how the rights of African Americans were eroded after Reconstruction.
- Discuss the events that led to Juneteenth and its modern celebration today.

## CAREER READINESS, LIFE LITERACIES, AND KEY SKILLS

### 9.1 FINANCIAL LITERACY - Grades 9 - 12

	<b>Financial Psychology</b>
X	9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
	<b>Civic Financial Responsibility</b>
X	9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
	<b>Economic and Government Influence</b>
X	9.1.12.EG.3: Explain how individuals and businesses influence government policies.

	<b>Planning and Budgeting</b>
X	9.1.12.PB.1: Explain the difference between saving and investing.
	<b>Credit and Debit Management</b>
X	9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.

	<b>Career Awareness and Planning</b>
X	9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.

<b>9.4 LIFE LITERACIES AND KEY SKILLS Grade 9-12</b>	
	<b>Creativity and Innovation</b>
X	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas.
X	9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving).
	<b>Information and Media Literacy</b>
X	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations.
	<b>Technology Literacy</b>
X	9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task.

<b>Interdisciplinary Connections</b>	
<b>WIDA Standards (2020)</b>	
<b>ELD-SS 9-12 Explain.Interpretive</b> Interpret social studies explanations by:	
<ul style="list-style-type: none"> <li>● Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events.</li> <li>● Analyzing sources for logical relationships among contributing factors, causes, or related concepts.</li> <li>● Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose.</li> </ul>	
<b>ELD-SS 9-12 Explain.Expressive</b> Construct social studies explanations that:	
<ul style="list-style-type: none"> <li>● Introduce and contextualize multiple phenomena or events through... <ul style="list-style-type: none"> <li>● Prepositional phrases to establish conditions, time, place (i.e. <i>during the Industrial Revolution</i>).</li> <li>● A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events.</li> <li>● Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, allocations).</li> </ul> </li> <li>● Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through... <ul style="list-style-type: none"> <li>● Passive voice to keep emphasis on the main topic (i.e. <i>Farm policies were enforced by regulatory agents</i>).</li> <li>● Verbs to highlight agents and recipients (i.e. <i>Migrant workers challenged farm policies</i>).</li> <li>● Declarative statement to evaluate and interpret events (i.e. <i>Impressionist artists showcased a new way to</i></li> </ul> </li> </ul>	

*observe and depict the world).*

- Evaluate verbs and adjectives to judge behavior or moral character (i.e. *dominated, succumbed to; ineffective, powerful*).
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...
  - Nominalizations to name abstract concepts, ideas, ideologies (i.e. *racism, reunification, criminalization*).
  - Dependent clauses to express details that occur as a result of place, manner, duration, extent.
  - Complex sentences to clarify causal, linked, time-bound or sequential relationships.
  - Expanded noun groups to add details (i.e. *One young girl lives in the urban streets of Chicago*).
  - Connectors to maintain chronological, causal or logical relationships (i.e. *as a result, meanwhile, therefore*).
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...
  - Word choices to evaluate, judge, or appreciate significance of events or phenomena.
  - Nominalizations to summarize events and name abstract phenomena.

**ELD-SS 9-12 Argue.Interpretive** Interpret social studies arguments by:

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective).
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources.
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives.

**ELD-SS 9-12 Argue.Expressive** Construct social studies arguments that:

- Introduce and contextualize the topic through...
  - Generalized nouns and descriptive titles to introduce topics (i.e. *occupation, reunification, The Allied and Axis forces*).
  - A variety of verb tenses (i.e. *past, timeless present, relational*) to present position and/or provide background information.
  - Expanded noun groups with embedded and relative clauses to add details (i.e. *Germany's growing domination, which expanded into...*).
  - Cohesion to reference ideas, people across text (i.e. *pronouns, synonyms, substitutions, renaming, collocations*).
  - Given/new patterns to link relationships, add new details, and condense information into abstract nouns.
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...
  - A variety of clauses to frame details, examples, quotes, data (according to, historians dis/agree, several sources suggest, these data suggest).
  - Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened.
  - A variety of verb forms to express agency in doing, thinking, saying, feeling actions (they decreed, she conspired, children were playing when).
- Establish perspective through...
  - Passive voice to keep emphasis on main topic rather than who or what is doing the action (i.e. *Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
  - Objective or emotive language to appeal to logic or feelings (i.e. *forces, versus brave, focused fighters*).
  - Evaluative verbs, adverbs, and adjectives to add author's perspective (i.e. *tormented, bravely, substantial*).
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...
  - Connectors to link claims with evidence and reasoning (because, but, as a result, when, if, although, therefore).
  - Connectors to signal alternate points of view (on the other hand, contrary to common belief, according to); show concession or comparison/contrast (while, although).
  - Modality in summary statements to reiterate position or create a call to action (could be argued, undoubtedly, ought to, may).

## Student Resources

### Primary Sources:

- Reading Front-Line Realities
- Emancipation Proclamation
- Daniel Webster's Speech to the Senate
- The Dred Scott Decision
- Lee's Surrender
- Advice to African-American Students

### Secondary Sources:

- Skill Builder Interpreting Multiple Graphs (*Wartime Advantages North vs. South*)
- South Carolina Secedes (*Graphic Organizer*)
- Lincoln Asks for 75,000 Volunteers (*Restate the Proclamation in words and pictures*)
- African Americans and the War Effort (*Determine truth vs. lies*)
- A Time of Southern Victories (*Informational Text and Word Find*)
- July 4, 1863 - A Day of Northern Victories (*Graphic Organizer*)
- Women Join the War Effort on Both Sides (*Central Idea FlowChart*)
- President Lincoln is Assassinated (*Dr. Taft Journal Analysis - Key Details and Summary*)
- America Faces New Challenges (*Graphic Organizer*)
- President Andrew Johnson is Impeached (*Cause and Effect Chart*)
- Reconstruction in the South (*Problem - Solution Puzzle Chart*)
- Corruption in Government (*Central Theme Idea Chart*)
- The Transcontinental Railroad (*Illustration Analysis*)
- Custer's Last Stand (*5 W's Chart*)

### Texts:

- The Civil War G2.pdf
- The Civil War G5 SR.pdf
- The Civil War SP G5.pdf
- USI Text MS Level.pdf

### Technology:

- Google Suite - Docs, Sheets, Slides, Forms, Classroom
- <https://kahoot.com/>
- <https://quizlet.com/>
- <https://www.blooket.com/>
- <https://www.gimkit.com/>
- <https://edpuzzle.com/>
- <https://quizizz.com/?lng=en>
- LinkIt! Assessments
- Chromebooks
- [HyperDocs](#)
- <https://learningenglish.voanews.com/p/6765.html>
- <https://www.edutopia.org/discussion/12-fun-speaking-games-language-learners>
- <http://www.colorincolorado.org/>
- <https://www.merriam-webster.com/>
- <https://www.readworks.org/>
- <https://newsela.com/>

- <https://www.world-newspapers.com/>
- <https://www.cnn.com/us>

### Teacher Resources

#### Shared Google Folder: 📁 Unit 4 - Civil War & Reconstruction

- Causes of the Civil War (incl. slavery)
- Election of 1860
- Key People and Battles
- Lincoln's Assassination
- Reconstruction Era

#### Texts:

- 📄 The Civil War G2 TG.pdf
- 📄 The civil War G5 TG.pdf
- 📄 USI Version Text GR7 TG.pdf

#### Supplemental Texts:

- Unit 4 US History Shorts 📄 USI MLL Unit 4 Shorts.pdf
- *Access Building Literacy Through Learning - American History*, Dr. Elva Duran, Jo Gusman, Dr. John Shefelvine, Great Source Education Group, a division of Houghton Mifflin Company, 2005. p. 150-185.
- *Before the Civil War (1830-1860)*, Graphic American History, Saddleback Educational Publishing, 2010.
- *The Civil War (1850-1876)*, Graphic American History, Saddleback Educational Publishing, 2010.
- *Contemporary's American History I Before 1865*, Matthew T. Downey, McGraw Hill, 2006. p. 310-325
- *Escape to Freedom: The Underground Railroad*, Barbara Brooks Simons, Benchmark Education Company, 2006.
- *The North and the South*, Margaret McNamara, Benchmark Education Company (English Explorers, Level 2) 2015.
- *United States History*, John Knapp and Wayne King, American Guidance Service, Inc., 2001. p. 270-345
- *U.S. History People and Events 1607-1865*, George Lee, Mark Twain Media, Inc., 2017. p. 75-88

#### Technology:

- 📄 Civil War Anthology.pdf
- 📄 Civil War Image Cards.pdf
- 📄 Civil War Suppl. Guide.pdf
- 📄 Civil War Flip Book.pdf
- 📄 The Civil War Timeline Cards G5.pdf

#### Videos (Not Rated):

- ▶ Deepening Division Threatens the Union | America: The Story of Us (S1, E4) | Full Episode
- ▶ The Civil War Rages | America The Story of Us (S1, E5) | Full Episode
- ▶ "Footsteps Through History: Harriet Tubman" by Adventure Academy
- ▶ Causes of the American Civil War - Educational Social Studies Video for Elementary Students & ...
- ▶ The American Civil War Facts For Kids | The Civil War
- ▶ How did the American Civil War Actually Happen? (Part 1) - From 1819 to 1861
- ▶ Why did The Confederates Lose Despite Their Big Military Victories? - The American Civil War (...)
- ▶ The Gettysburg Address: The Two-Minute Speech That Saved America

- [16 American Civil War Songs](#)
- [causes of the civil war](#)
- [Civil war](#)
- [Objective 4 -- A Nation Divided](#)
- [Objective 5 -- Secession!](#)
- [\[1861\] The First Battle of Bull Run](#)
- [\[1862\] The Battle of the Ironclads](#)
- [\[1862\] Grant's Western Campaign \(Fort Henry & Fort Donelson\)](#)
- [\[1862\] The Battle of Shiloh](#)
- [\[1862\] The Seven Days Battles](#)
- [Objective 6 -- The Civil War Begins: Comparing the North and South](#)
- [\[1862\] The Battle of New Orleans](#)
- [\[1862\] The Second Battle of Bull Run](#)
- [Objective 8 -- The Emancipation Proclamation and African Americans and the Civil War](#)
- [\[1863\] The Siege of Vicksburg](#)
- [\[1862\] The Battle of Fredericksburg](#)
- [\[1862\] The Battle of Antietam](#)
- [\[1863\] The Battle of Gettysburg](#)
- [Objective 10 -- Civilians and Soldiers of The Civil War](#)
- [\[1864\] The Battle of the Wilderness](#)
- [\[1863\] The Battle of Chancellorsville](#)
- [\[1864\] The Battle of Spotsylvania](#)
- [\[1864\] Sherman's March to the Sea](#)
- [\[1864\] The Battle of Cold Harbor](#)
- [\[1865\] Lincoln's Assassination](#)
- [\[1865\] Lee's Surrender at Appomattox](#)
- [\[1864\] The Overland Campaign](#)
- [Civil War History | Learn some facts about the Civil War](#)
- ["Footsteps Through History: The Gettysburg Address" by Adventure Academy](#)
- [Abraham Lincoln for Kids | Learn all about the 16th president of the US](#)
- [Lincoln Memorial for Kids | Learn about the history and legacy of this monument](#)
- [Civil War part 2](#)
- [Civil War part 3 Reconstruction](#)

## STAGE 2: Assessment Evidence

### Pre-Assessments:

- Do Now Questions, Images and Skills Assessments
- KWL Charts
- Brainstorming
- Think-Pair-Share
- Four Corners
- Vocabulary



**Formative Assessments:**

- Edpuzzles
- Exit tickets
- Student participation (verbal, non-verbal, and written)
- Classroom practice
- Student response journals/ self-reflections
- Small group activities
- Primary and secondary source analysis
- Interactive Notebooks
- Digital Notebooks
- Graphic Organizers
- Short readings with comprehension questions
- Geography connections/ map analysis
- Analyze charts/graphs

**Summative Assessments:**

- Individual Unit Assessments
- Quiz on the Causes of the Civil War
- Quiz on Civil War Battles
- Quiz on the Civil War (in general)
- Quiz on Reconstruction
- US History I for the Multilingual Learner Midterm Exam - Linkit!
- US History I for the Multilingual Learner Final Exam - Linkit!

**Performance Task(s):**

- Civil War Timeline Cards
- Civil War Portfolio Project
- Civil War Leaders Bobble Heads

**STAGE 3: Learning Plan**

- Students will color a map of the United States that details the status of states and territories leading up to the outbreak of the Civil War to discuss the regional / sectional differences that existed across the nation.
- Students will complete a sorting activity of the key differences between the North and the South before the Civil War (A House Divided).
- Students will read and complete a fact file activity on the American Civil War (containing key details, people, and events).
- Students will identify the key differences between the North and the South prior to the Civil War (with a divided map and fact strips to manipulate).
- Students will examine key political decisions and will identify and explain the issue, the decision, and the effect for each decision (Missouri Compromise, the Compromise of 1850, Kansas-Nebraska Act, and the Dred Scott Case and the election of 1860).

- Students will color a map and create a map key to show Union states and territories, Confederate states, and border states.
- Students will identify the Who, What, When, Where, Why and How for the Battle of Fort Sumter by creating interactive notebook flaps.
- Students will create a Venn Diagram to highlight and discuss the advantages and disadvantages faced by Union and Confederate soldiers during the war as well as the strategies used by each.
- Students will work together to create a timeline that highlights key events and battles during the Civil War. They will identify where each took place, when each took place, and who won the battle or what the significance of the event was.
- Students will watch short videos to learn more about the key events and battles during the Civil War and discuss the importance of each battle or event.
- Students will create a folder to explain the daily life of a Civil War soldier.
- Students will research various key figures and will identify which side they were on, when they were born and when they died, and their role in the war.
- Students will listen to and read along to several poems related to key battles of the Civil War and will complete sentences related to the poems.
- Students will define key vocabulary terms and will draw a picture to be able to remember what each term means.
- Students will be able to match up Civil War slang words with their definitions to gain a better understanding of the culture of the soldiers during the Civil War and will be able to compare Civil War slang to modern slang or text speak used amongst teenagers today in a class discussion.
- Students will work cooperatively to research and create timeline cards on various Civil War topics to create a class timeline on the key events and battles from the Civil War.
- Students will complete a four part portfolio project in a small group to create a Civil War portfolio that will include: a battle map, an enlistment poster, vocabulary Google slides, and a Civil War recipe.
- Students will create Civil War Leader Bobble Heads to be able to identify and explain the importance or role of key Civil War Leaders from both sides of the spectrum (North and South).

### Pacing Guide

Unit	Topics	Standards
<b>1: Exploration and Colonization</b>  <b>(22 days)</b>	1. European Explorers 2. New England Colonies 3. Middle Colonies 4. Southern Colonies 5. Slavery in the Colonies 6. Jamestown 7. Plymouth / Puritans	6.1.12.CivicsPI.1.a 6.1.12.CivicsPD.1.a 6.1.12.GeoGI.1.a 6.1.12.EconGE.1.a 6.1.12.HistoryCC.1.a
<b>2: American Revolution and the Constitution</b>  <b>(21 days)</b>	1. Basic Enlightenment Ideas 2. Boston Massacre 3. Boston Tea Party 4. Declaration of Independence 5. American Revolution 6. The Articles of Confederation 7. U.S. Constitution 8. The Bill of Rights	6.1.12.GeoPP.2.b 6.1.12.EconEM.2.a 6.1.12.HistoryCC.2.b 6.1.12.HistoryUP.2.a, c 6.1.12.CivicsPI.2.a 6.1.12.HistoryCA.2.a 6.1.12.CivicsPD.2.a
<b>Midterm Exam Review and Exam</b> <b>(2 days)</b>	All topics from Unit 1 & 2	All standards from Unit 1 & 2
<b>3: Early Government and Expansion</b>  <b>(22 days)</b>	1. George Washington 2. Alexander Hamilton 3. Thomas Jefferson 4. Louisiana Purchase 5. Lewis and Clark 6. James Madison 7. The War of 1812 8. James Monroe 9. The Era of Good Feelings 10. The Monroe Doctrine 11. Andrew Jackson	6.1.12.CivicsPI.2.b 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a 6.1.12.GeoPP.2.a 6.1.12.CivicsPI.3.a-b 6.1.12.CivicsDP.3.b-c 6.1.12.GeoSV.3.a 6.1.12.EconET.3.a 6.1.12.HistoryUP.3.a 6.1.12.HistoryCA.3.a
<b>4: The Civil War and Reconstruction</b>  <b>(21 days)</b>	1. Causes of the Civil War (incl. slavery) 2. Election of 1860 3. Key People and Battles 4. Lincoln's Assassination 5. Reconstruction Era	6.1.12.CivicsDP.4.a-b 6.1.12.CivicsPR.4.a 6.1.12.GeoSV.4.a 6.1.12.GeoPP.4.a 6.1.12.EconET.4.a 6.1.12.EconNE.4.a 6.1.12.HistoryCC.4.a-b 6.1.12.HistoryUP.4.a-b 6.1.12.HistoryCA.4.c
<b>Final Exam Review and Exam</b> <b>(2 days)</b>	All Topics from Units 3 & 4	All Standards from Units 3 & 4

NEPTUNE TOWNSHIP SCHOOL DISTRICT  
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