

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Social Studies 7	Grade Level(s): 7th
Department: Humanities	Credits: N/A
BOE Adoption Date: June 2014	Revision Date(s): August 2019

Course Description

Throughout the duration of this course, students will explore and discover the Age of Exploration of the New World through the American War for Independence. In addition to building content knowledge, the students will also learn to be effective readers and critical thinkers. Reading is critical to building knowledge in history. The students will demonstrate an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. Students will read complex informational texts with independence and confidence as well as craft writing as a means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. In Social Studies 7, the students will develop the ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an interdependent world.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust + =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: 7th Grade Social Studies

Prerequisite(s):

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
Unit 1: Roots of the American People and Exploring the Americas (Previewing Unit)	5 weeks Sept - October	Subject Area: NJSLs 6.1.8.B.1.a, 6.1.8.B.1.b, 6.1.8.C.1.a, 6.1.8.C.1.b, 6.1.8.D.1.b, 6.1.8.D.1.c ELA: RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.9 Interdisciplinary: Career Ready Practices: CRP4, CRP5 Career Awareness, Exploration, and Preparation: N/A Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1	1. Students will be able to assess the ways in which the European empires’ conquests affected the economic and social development of the Americas.	<ol style="list-style-type: none"> 1. Hypothesize the motivations for Europeans to explore the world beyond their borders. 2. Construct a cause and effect for European exploration. 3. Investigate the impact of Spanish conquests of indigenous peoples in the Western Hemisphere. 4. Assess the role of mercantilism in exploration.
Unit 2: Founding of European Colonies in North America	2 Weeks October	Subject Area: NJSLs 6.1.8.A.2.a, 6.1.8.A.2.b, 6.1.8.A.2.c, 6.1.8.B.2.a, 6.1.8.B.2.b, 6.1.8.C.2.a, 6.1.8.C.2.b, 6.1.8.D.2.b ELA: RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.9	1. Students will be able to assess the motivations of Separatists and Puritans to leave England and settle in North America. (1.5 weeks)	<ol style="list-style-type: none"> 1. Identify the motivations of European empires to create North American colonies. 2. Differentiate between the motivations of Europeans to

		<p>Interdisciplinary: Career Ready Practices: CRP4, CRP5 Career</p> <p>Awareness, Exploration, and Preparation: N/A Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1</p>	<ol style="list-style-type: none"> Students will be able to develop a logical argument for the development of the Middle Colonies (1.5 weeks) Students will be able to draw conclusions for how and why the Southern Colonies grew. (1 week) 	<ol style="list-style-type: none"> leave Europe for North America. Cite evidence for the economic development of the Middle Colonies. Examine the economic structure of the Southern Colonies. Compare and contrast the development (economic, political, and religious) of the three colonial regions.
Unit 3: The Growth of the Thirteen Colonies	<p>5 Weeks ----- November December</p>	<p>Subject Area: NJSL 6.1.8.A.2.a, 6.1.8.A.2.b, 6.1.8.A.2.c, 6.1.8.B.2.a, 6.1.8.C.2.a, 6.1.8.C.2.b, 6.1.8.C.2.c, 6.1.8.D.2.a, 6.1.8.D.2.b ELA: RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.9</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5</p> <p>Career Awareness, Exploration, and Preparation: N/A</p> <p>Technology: 8.1.8.D.2,</p>	<ol style="list-style-type: none"> Students will be able to draw conclusions about how American colonists understood politics, economics, and culture. (2 weeks) Students will be able to hypothesize why conflict arose in North America between France and Great Britain. (2 weeks) 	<ol style="list-style-type: none"> Identify the thirteen colonies divided into the three colonial regions. Compare and contrast the three regions in economics, politics, and religion. Compare and contrast colonial and modern day culture (in order to teach the concept of “culture”). Develop a logical argument for the American colonists adopting traditional British culture (economic, governmental, military).

		8.1.8.D.4, 8.1.8.E.1		<ol style="list-style-type: none"> 5. Draw conclusions about the ongoing nature of military conflict between the British and French empires. 6. Hypothesize the impact of the French and Indian War on the economic, military, and governmental future of the American colonies.
Unit 4: Causes of the Revolutionary War	5 Weeks ----- January- February	<p>Subject Area: NJSL 6.1.8.A.2.b, 6.1.8.A.3.a, 6.1.8.B.3.a, 6.1.8.C.3.a, 6.1.8.D.3.a, 6.1.8.D.3.b, 6.1.8.D.3.d, ELA: RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.9</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5</p> <p>Career Awareness, Exploration, and Preparation: N/A</p> <p>Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1</p>	<ol style="list-style-type: none"> 1. Students will be able to assess colonial reaction to British policies of the 1760s and 1770s. (3 weeks) 2. Students will be able to develop a logical argument for why and how the American colonies were able to declare independence from Britain. (2 weeks) 	<ol style="list-style-type: none"> 1. Identify the policies of the British Parliament for the American colonies (Proclamation of 1763, Sugar Act, Stamp Act, Writs of Assistance, Stamp Act, Townshend Acts, Quartering Act, the Tea Act, the Coercive Acts) following the Seven Years War and their intended effect. 2. Compare and contrast the colonial reaction to the various Parliamentary Acts. 3. Assess the validity of the argument of taxes as a key component for rebellion. 4. Develop a logical argument for the transition (in colonial

				<p>reaction) from protest to violence.</p> <ol style="list-style-type: none"> 5. Assess the decision of the members of the Continental Congress to declare independence 6. Investigate and analyze the parts of the Declaration of Independence and their intention. 7. Compare and contrast the positions of the Patriots and Loyalists in the years prior to outbreak of the Revolutionary War.
Unit 5: Revolutionary War	6 Weeks ----- March- April	<p>Subject Area: NJLS 6.1.8.A.3.a, 6.1.8.A.3.d, 6.1.8.B.3.a, 6.1.8.B.3.c, 6.1.8.B.3.d, 6.1.8.C.3.b, 6.1.8.D.3.d, 6.1.8.D.3.e, 6.1.8.D.3.f ELA: RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.9</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5 Career Awareness, Exploration, and Preparation: N/A</p>	<ol style="list-style-type: none"> 1. Students will be able to analyze the challenges faced by Americans at the start of the war. (2 weeks) 2. Students will be able to construct the manner in which the United States gained allies and aid during the Revolutionary War. (1 week) 3. Students will be able to draw conclusions about how fighting in the West 	<ol style="list-style-type: none"> 1. Identify challenges faced by the Americans at the outset of the Revolutionary War. 2. Compare and contrast the advantages and disadvantages of the Patriots, Loyalists, and British military forces. 3. Assess the need for and effectiveness of the Articles of Confederation (an effective document for the years of war). 4. Develop a logical argument for the need of allies to the

		Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1	and the South led to American victory at the battle of Yorktown. (2 weeks)	<p>American forces.</p> <ol style="list-style-type: none"> 5. Develop a logical argument for the reasons that the Americans received help from Spain, France, and the Netherlands. 6. Investigate the American successes in the West. 7. Assess the success of guerilla tactics in the South. 8. Draw conclusions about the strategic importance of the British surrender at Yorktown. 9. Cite evidence for the negotiated peace that ended the Revolutionary War.
Unit 6: A More Perfect Union	4 – 5 Weeks ----- April - May	<p>Subject Area: NJLS 6.1.8.A.3.b, 6.1.8.A.3.c, 6.1.8.A.3.d, 6.1.8.B.3.b, 6.1.8.C.3.b, ELA: RH.6-8.1, RH.6-8.2, RH.6-8.6, RH.6-8.9</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5</p> <p>Career Awareness, Exploration, and Preparation: N/A</p>	<ol style="list-style-type: none"> 1. Students will be able to assess the failure of the Articles of Confederation to effectively deal with challenges faced by the United States after the Revolutionary War. (2.5 weeks) 2. Students will be able to compare and contrast the various plans to formulate a new plan of government and the arguments for and 	<ol style="list-style-type: none"> 1. Analyze the events that led to the Constitutional Convention (debt, depression, Shays’s Rebellion) 2. Compare and Contrast the New Jersey and Virginia plans, the Great Compromise, and the 3/5 Compromise. 3. Cite evidence for the influence of the Magna Carta, Locke, Montesquieu, the English Constitution, and the English Bill of Rights on

		Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1	against ratification of the Constitution. (2.5 weeks)	the development of the United States Constitution. 4. Differentiate between the positions and arguments of Federalists and Antifederalists during the Constitutional Debate
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Instructional Unit Map			
Course Title: U.S. History 1.A			
Unit Title	Roots of the American People and Exploring the Americas		Start Date: September
			Length of Unit: 5 weeks
Content Standards What do we want them to know, understand, & do?	<p>Power (Primary): NJSLS 6.1.8.B.1.a- Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere.</p> <p>NJSLS 6.1.8.B.1.b- Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine</p>	Learning Goals	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Assess the ways in which the European empires' conquests affected the economic and social development of the Americas. 2. Explain why individuals and societies trade, how trade functions, and the role of trade during this period. 3. Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.

	<p>what led to the exploration of new water and land routes.</p> <p>NJSLS 6.1.8.C.1.a- Evaluate the impact of science, religion, and technology innovations on European exploration. NJSLS</p> <p>NJSLS 6.1.8.C.1.b- Explain why individuals and societies trade, how trade functions, and the role of trade during this period.</p> <p>NJSLS 6.1.8.D.1.b- Explain how interactions among African, European, and Native American groups began a cultural transformation. ^0</p> <p>NJSLS 6.1.8.D.1.c- Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.</p> <p>Secondary: NJSLS RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p>		
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	<p>NJSLS RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. NJSLS</p> <p>RH.6-8.6- Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>NJSLS RH.6-8.9- Analyze the relationship between a primary and secondary source on the same topic. NJSLS</p> <p>WH.6-8.1- Write arguments focused on discipline-specific content. NJSLS</p> <p>WH.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>NJSLS WH.6-8.4- Produce clear and coherent writing in which the development, organization, voice,</p>		
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	<p>and style are appropriate to task, purpose, and audience. NJLS</p> <p>WH.6-8.10- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
Essential Questions	<ol style="list-style-type: none"> How did Spain's conquests affect the economic and social development of the Americas? Why did European nations establish colonies in North America? 		
Assessments How will we know they have gained the knowledge & skills?	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
	<ul style="list-style-type: none"> Common Summative Assessment Chapter test Entrance tickets Exit tickets Quizzes Summary writing Descriptive writing Graphic organizers Discussion questions 	<ul style="list-style-type: none"> Common Summative Assessment Quizzes Summary writing Discussion questions 	<ul style="list-style-type: none"> Additional time Study guides Clarify test directions
Unit Pre-Assessment(s)	<p>Formative Assessment #1 (pre-assessment)</p> <p>KWL+ Chart Activity and Cooperative Group Discussion</p>		

What do they already know?	NJSLA ELA <i>(review scores from previous spring)</i>			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct Instruction ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 			
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Independent study ● Tiered assessments ● Leveled texts

		<ul style="list-style-type: none"> ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 		
Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment 		<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● Choice Menu 	

<p>express understanding)</p>	<ul style="list-style-type: none"> ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
<p>Vocabulary Highlight key vocabulary (both Tier II and Tier III words)</p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, deprive, reside</p> <p>Tier III: Surplus, irrigation, circumnavigate, conquistador, plantation, mercantilism, northwest passage, alliance. Charter, pilgrim, toleration, colony</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices:</p> <p>CRP4- Communicate clearly and effectively and with reason.</p> <p>CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology:</p> <p>8.1.8.D.2- Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4- Assess the credibility and accuracy of digital content.</p>	

	8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	
21 st Century Themes/Skills P21 Framework	Themes	
	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	Text Materials: <ul style="list-style-type: none"> ● <u>America History of Our Nation</u> ● Leveled Social Studies Readers ● Primary and secondary sources ● Online videos ● chromebooks 	

Instructional Unit Map			
Course Title: U.S. History 1.A			
Unit Title	Founding of European Colonies in North America	Start Date:	October
		Length of Unit:	5 weeks

<p>Content Standards</p> <p>What do we want them to know, understand, & do?</p>	<p>Power (Primary):</p> <p>NJSLS 6.1.8.A.2.a- Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>NJSLS 6.1.8.A.2.b- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>NJSLS 6.1.8.A.2.c- Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p> <p>NJSLS 6.1.8.B.2.a- Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>NJSLS 6.1.8.B.2.b- Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>NJSLS 6.1.8.C.2.a- Compare the practice of slavery and indentured servitude in Colonial labor systems.</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Assess the motivations of Separatists and Puritans to leave England and settle in North America. 2. Develop a logical argument for the development of the Middle Colonies. 3. Draw conclusions for how and why the Southern Colonies grew.
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	<p>NJSLS 6.1.8.C.2.b- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>NJSLS 6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>Secondary:</p> <p>NJSLS RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>NJSLS RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>NJSLS RH.6-8.6- Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>NJSLS RH.6-8.9- Analyze the relationship between a primary and secondary source on the same topic.</p> <p>NJSLS WH.6-8.1- Write arguments focused on discipline-specific content.</p> <p>NJSLS WH.6-8.2- Write informative/explanatory texts, including the narration of historical</p>		
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	<p>events, scientific procedures/ experiments, or technical processes.</p> <p>NJSLS WH.6-8.4- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS WH.6-8.10- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>					
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. Why did the English settle North America? 2. Why did the Separatists and Puritans leave England and settle in North America? 3. How did the Middle Colonies develop? 4. How and why did the Southern Colonies grow? 					
<p>Assessments How will we know they have gained the knowledge & skills?</p>	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </table>			Formative	Summative	Alternative
Formative	Summative	Alternative				
	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions 			

	<ul style="list-style-type: none"> ● Graphic organizers ● Discussion questions 		
Unit Pre-Assessment(s) What do they already know?			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct Instruction ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 		
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read directions aloud 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts

	<ul style="list-style-type: none"> • Leveled texts • Choice of writing topics • Choice of test format • Shorten homework 	<ul style="list-style-type: none"> • Highlight/underline key words • Peer tutor • Preferential seating • Simplify directions • Oral testing • Short answer responses • Enhanced directions • Leveled texts • Choice of writing topics • Choice of test format • Shorten homework 	<ul style="list-style-type: none"> • Choice of writing topics 	
Differentiated Instructional Methods:	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p>(Multiple means for students to access content and multiple modes for student to express understanding)</p>	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● Choice menus
<p>Vocabulary Highlight key vocabulary (both Tier II and Tier III words)</p>	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, cite, evidence, context, culture</p> <p>Tier III: legislature, habeas corpus, freedom of the press, apprentice, indentured servant, natural rights, divine rights, libel</p>	

Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. ● Modification: ● Redefinition: 					
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 8.1.8.D.2- Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4- Assess the credibility and accuracy of digital content. 8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>					
21 st Century Themes/Skills P21 Framework	<table border="1" style="width: 100%; background-color: black; color: white;"> <thead> <tr> <th style="width: 50%; text-align: center;">Themes</th> <th style="width: 50%; text-align: center;">Skills</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills </td> </tr> </tbody> </table>		Themes	Skills	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Themes	Skills					
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Resources/Materials	<p>Text Materials:</p> <ul style="list-style-type: none"> ● <u>America History of Our Nation</u> ● Leveled Social Studies Readers ● Primary and secondary sources ● Online videos (Kids Discover, Discovery Education) 					

	<ul style="list-style-type: none"> • Journal articles (New York Times 1691 Project) • chromebooks
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Instructional Unit Map			
Course Title: U.S. History 1.A			
Unit Title	The Growth of the Thirteen Colonies	Start Date:	December
		Length of Unit:	5 weeks
Content Standards What do we want them to know, understand, & do?	<p>Power (Primary): NJSLS 6.1.8.A.2.a- Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>NJSLS 6.1.8.A.2.b- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>NJSLS 6.1.8.A.2.c- Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.</p>	Learning Goals	Students will be able to: <ol style="list-style-type: none"> 1. Students will be able to draw conclusions about how American colonists understood politics, economics, and culture. 2. Students will be able to hypothesize why conflict arose in North America between France and Great Britain.

	<p>NJSLS 6.1.8.B.2.a- Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>NJSLS 6.1.8.C.2.a- Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>NJSLS 6.1.8.C.2.b- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>NJSLS 6.1.8.C.2.c- Analyze the impact of triangular trade on multiple nations and groups.</p> <p>NJSLS 6.1.8.D.2.a- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>NJSLS 6.1.8.D.2.b- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p> <p>Secondary:</p> <p>NJSLS RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>NJSLS RH.6-8.2- Determine the central ideas or information of a primary or</p>		
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	<p>secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>NJSLS RH.6-8.6- Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>NJSLS RH.6-8.9- Analyze the relationship between a primary and secondary source on the same topic.</p> <p>NJSLS WH.6-8.1- Write arguments focused on discipline-specific content.</p> <p>NJSLS WH.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>NJSLS WH.6-8.4- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS WH.6-8.10- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>		
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Essential Questions	<ol style="list-style-type: none"> 1. How did geography affect the economic development of the three colonial regions? 2. How did culture develop in the colonies? 3. How did conflict arise in North America between France and Great Britain? 4. How did the outcome of the French and Indian War determine who controlled North America? 					
Assessments How will we know they have gained the knowledge & skills?	<table border="1" style="width: 100%; text-align: center;"> <tr> <th style="width: 33%;">Formative</th> <th style="width: 33%;">Summative</th> <th style="width: 33%;">Alternative</th> </tr> </table>			Formative	Summative	Alternative
	Formative	Summative	Alternative			
<ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions 	<ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion questions 	<ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions 				
Unit Pre-Assessment(s) What do they already know?						
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice 					

Instructional/Assessment Scaffolds (Modifications/Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Independent study ● Tiered assessments ● Leveled texts

		<ul style="list-style-type: none"> ● Choice of writing topics ● Choice of test format ● Shorten homework 		
<p>Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)</p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument 		<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● Choice menus 	

	<ul style="list-style-type: none"> ● Citing evidence- finding and citing evidence to defend an argument 	
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, cite, evidence, context, culture</p> <p>Tier III: rely, principal, successor, convert, design, prospect, colony</p>	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 8.1.8.D.2- Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4- Assess the credibility and accuracy of digital content. 8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	
21 st Century Themes/Skills P21 Framework	<div style="display: flex; justify-content: space-between;"> Themes Skills </div>	
	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills

	<ul style="list-style-type: none"> ● Communication & Collaboration ● Information Literacy 	
Resources/Materials	Text Materials: <ul style="list-style-type: none"> ● <u>America History of Our Nation</u> ● Leveled Social Studies Readers ● Primary and secondary sources ● Online videos (Kids Discover, Discovery Education) ● Journal articles (New York Times 1691 Project) ● chromebooks 	

Instructional Unit Map			
Course Title: U.S. History 1.A			
Unit Title	Causes of the Revolutionary War		Start Date: January
			Length of Unit: 5 weeks
Content Standards What do we want them to know, understand, & do?	Power (Primary): NJSLS 6.1.8.A.2.b- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions. NJSLS 6.1.8.A.3.a- Examine the ideals found in the Declaration of Independence, and assess the extent	Learning Goals	Students will be able to: <ol style="list-style-type: none"> 1. Assess colonial reaction to British policies of the 1760s and 1770s. 2. Develop a logical argument for why and how the American colonies were able to declare independence from Britain.

	<p>to which they were fulfilled for women, African Americans, and Native Americans during this time period. NJSLS 6.1.8.B.3.a- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies. NJSLS 6.1.8.C.3.a- Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies. NJSLS 6.1.8.D.3.a- Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. NJSLS 6.1.8.D.3.b- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>Secondary: NJSLSA.R1. Read closely to determine what the text says explicitly and to</p>		
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	<p>make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and</p>		
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	proficiently with scaffolding as needed.		
Essential Questions	<ol style="list-style-type: none"> 1. Following the French and Indian War, how did the British government anger American colonists? 2. How did colonists react to British policies? 3. Why did the American colonies choose to declare independence? 		
Assessments How will we know they have gained the knowledge & skills?	<div style="display: flex; justify-content: space-around;"> Formative Summative Alternative </div>		
	<ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions 	<ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion questions 	<ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions
Unit Pre-Assessment(s) What do they already know?			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> • Direct Instruction • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers 		

	<ul style="list-style-type: none"> • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice 			
Instructional/Assessment Scaffolds (Modifications/Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read directions aloud • Highlight/underline key words • Peer tutor • Preferential seating • Simplify directions • Oral testing • Short answer responses • Enhanced directions • Leveled texts • Choice of writing topics • Choice of test format • Shorten homework 	<ul style="list-style-type: none"> • Clarify directions • Multiple choice format • Read directions aloud • Highlight/underline key words • Peer tutor • Preferential seating • Simplify directions • Oral testing • Short answer responses • Enhanced directions 	<ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words • Chunk long-term assignments • Pace long-term projects • Leveled texts • Choice of writing topics 	<ul style="list-style-type: none"> • Independent study • Tiered assessments • Leveled texts

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Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Graphic organizers- Chunking content into digestible bites • Primary source reading- Analysis of primary source documents • Secondary source reading- Analysis of scholarly secondary sources • Think, Pair, Share- Collaborative, student-centered discussion • Entrance tickets- Informal formative assessment • Exit tickets- Informal formative assessment • Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) • Setting goals- providing and tracking clear and measurable goals • Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences 		<ul style="list-style-type: none"> • Oral responses • Alternative assignments • Project-based assessment • Modeling • Portfolio • Choice menus 	

	<ul style="list-style-type: none"> ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	<p>Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture</p> <p>Tier III: revenue, resolution, boycott, repeal, writs of assistance, effigy, nonimportation, propaganda, committee of correspondence, militia, minutemen, Loyalist, Patriot, petition, preamble, cite evidence, point of view, primary/secondary sources, bias</p>	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices:</p> <p>CRP4- Communicate clearly and effectively and with reason.</p> <p>CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology:</p> <p>8.1.8.D.2- Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4- Assess the credibility and accuracy of digital content.</p> <p>8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	
21 st Century Themes/Skills P21 Framework	Themes	Skills

	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	Text Materials: <ul style="list-style-type: none"> ● <u>America History of Our Nation</u> ● Leveled Social Studies Readers ● Primary and secondary sources ● Online videos ● chromebooks 	

Instructional Unit Map			
Course Title: U.S. History 1.A			
Unit Title	The Revolutionary War	Start Date:	April- May
		Length of Unit:	6 weeks
Content Standards What do we want them to know,	Power (Primary): NJSL 6.1.8.A.3.a- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for	Learning Goals	Students will be able to: <ol style="list-style-type: none"> 1. Analyze the challenges faced by Americans at the start of the war. 1. Explain how the United States gained allies and aid during the Revolutionary War.

<p>understand, & do?</p>	<p>women, African Americans, and Native Americans during this time period.</p> <p>NJSLS 6.1.8.A.3.d- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>NJSLS 6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p> <p>NJSLS 6.1.8.B.3.c- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p>NJSLS 6.1.8.B.3.d- Explain why New Jersey’s location played an integral role in the American Revolution.</p> <p>NJSLS 6.1.8.C.3.b- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>NJSLS 6.1.8.D.3.d- Analyze how prominent individuals and other nations contributed to the causes,</p>		<p>2. Draw conclusions about how fighting in the West and the South led to American victory at the battle of Yorktown.</p>
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	<p>execution, and outcomes of the American Revolution.</p> <p>NJSLS 6.1.8.D.3.e- Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p> <p>NJSLS 6.1.8.D.3.f- Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>Secondary:</p> <p>NJSLS RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>NJSLS RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>NJSLS RH.6-8.6- Identify aspects of a text that reveal an author’s point of view or purpose.</p>		
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	<p>NJSLS RH.6-8.9- Analyze the relationship between a primary and secondary source on the same topic.</p> <p>NJSLS WH.6-8.1- Write arguments focused on discipline-specific content.</p> <p>NJSLS WH.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>NJSLS WH.6-8.4- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS WH.6-8.10- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>						
Essential Questions	<ol style="list-style-type: none"> 1. What challenges did the American revolutionaries face at the start of the war? 2. How did the United States gain allies and aid during the Revolutionary War? 3. How did fighting in the West and the South affect the course of the Revolutionary War? 4. How did the battle of Yorktown lead to American independence? 						
Assessments	<table border="0" style="width: 100%; text-align: center;"> <tr> <td style="width: 25%;">Formative</td> <td style="width: 25%;">Summative</td> <td style="width: 25%;">Alternative</td> <td style="width: 25%;"></td> </tr> </table>			Formative	Summative	Alternative	
Formative	Summative	Alternative					

<p>How will we know they have gained the knowledge & skills?</p>	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers ● Discussion questions 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions 	
<p>Unit Pre-Assessment(s) What do they already know?</p>				
<p>Instructional Strategies/Student Activities</p>	<ul style="list-style-type: none"> ● Direct Instruction ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 			
<p>Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for</p>	<p>English Language Learners</p>	<p>Special Education Learners</p>	<p>Struggling Learners</p>	<p>Advanced Learners</p>
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read directions aloud 	<ul style="list-style-type: none"> ● Clarify directions 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides 	<ul style="list-style-type: none"> ● Independent study

<p>prior to instruction</p>	<ul style="list-style-type: none"> ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Multiple choice format ● Read directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format 	<ul style="list-style-type: none"> ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Tiered assessments ● Leveled texts
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		<ul style="list-style-type: none"> • Shorten homework 		
Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Graphic organizers- Chunking content into digestible bites • Primary source reading- Analysis of primary source documents • Secondary source reading- Analysis of scholarly secondary sources • Think, Pair, Share- Collaborative, student-centered discussion • Entrance tickets- Informal formative assessment • Exit tickets- Informal formative assessment • Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) • Setting goals- providing and tracking clear and measurable goals • Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences • Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument • Citing evidence- finding and citing evidence to defend an argument 		<ul style="list-style-type: none"> • Oral responses • Alternative assignments • Project-based assessment • Modeling • Portfolio • Choice menus 	
Vocabulary Highlight key vocabulary (both	Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture			

Tier II and Tier III words)	Tier III: mercenary, recruit, desert, inflation, blockade, privateer, guerilla warfare, ratify, ambush, cite evidence, point of view, primary/secondary sources, bias	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 8.1.8.D.2- Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4- Assess the credibility and accuracy of digital content. 8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	
21 st Century Themes/Skills P21 Framework	<p style="text-align: center;">Themes</p> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	<p>Text Materials:</p> <ul style="list-style-type: none"> ● America History of Our Nation ● Leveled Social Studies Readers 	

	<ul style="list-style-type: none"> ● Primary and secondary sources ● Online videos ● chromebooks
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Instructional Unit Map			
Course Title: U.S. History 1.A			
Unit Title	A More Perfect Union		Start Date: May- June
			Length of Unit: 5 Weeks
Content Standards What do we want them to know, understand, & do?	<p>Power (Primary): NJSLS 6.1.8.A.3.b- Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>NJSLS 6.1.8.A.3.c- Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p>	Learning Goals	<p>Students will be able to: a</p> <ol style="list-style-type: none"> 1. Assess the failure of the Articles of Confederation to effectively deal with challenges faced by the United States after the Revolutionary War. 2. Compare and contrast the various plans to formulate a new plan of government and the arguments for and against ratification of the Constitution.

	<p>NJSLS 6.1.8.A.3.d- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of the national government.</p> <p>NJSLS 6.1.8.B.3.b- Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. NJSLS 6.1.8.C.3.b- Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.</p> <p>Secondary:</p> <p>NJSLS RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>NJSLS RH.6-8.2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>NJSLS RH.6-8.6- Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>NJSLS RH.6-8.9- Analyze the relationship between a primary and</p>		
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	<p>secondary source on the same topic.</p> <p>NJSLS WH.6-8.1- Write arguments focused on discipline-specific content.</p> <p>NJSLS WH.6-8.2- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>NJSLS WH.6-8.4- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS WH.6-8.10- Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>					
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. How does territorial expansion affect social, political, economic, and cultural aspects of the Early Republic? 2. How do series of events lead to an expected outcome? 3. How and why was the Constitution created? 4. How do differing interpretations affect our study of historical events? 					
<p>Assessments How will we know they have</p>	<table style="width: 100%; text-align: center;"> <tr> <td style="width: 33%;">Formative</td> <td style="width: 33%;">Summative</td> <td style="width: 33%;">Alternative</td> </tr> </table>			Formative	Summative	Alternative
Formative	Summative	Alternative				

gained the knowledge & skills?	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers ● Discussion questions 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions 					
Unit Pre-Assessment(s) What do they already know?								
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct Instruction ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 							
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for	<table border="1" style="width:100%; text-align:center;"> <tr> <td style="width:25%;">English Language Learners</td> <td style="width:25%;">Special Education Learners</td> <td style="width:25%;">Struggling Learners</td> <td style="width:25%;">Advanced Learners</td> </tr> </table>				English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners				
<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read directions aloud ● Highlight/underline key words 	<ul style="list-style-type: none"> ● Clarify directions 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks 	<ul style="list-style-type: none"> ● Independent study ● Tiered assessments 					

<p>prior to instruction</p>	<ul style="list-style-type: none"> ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Multiple choice format ● Read directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format 	<ul style="list-style-type: none"> ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Leveled texts
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		<ul style="list-style-type: none"> • Shorten homework 		
Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)	Access (Resources and/or Process)		Expression (Products and/or Performance)	
	<ul style="list-style-type: none"> • Graphic organizers- Chunking content into digestible bites • Primary source reading- Analysis of primary source documents • Secondary source reading- Analysis of scholarly secondary sources • Think, Pair, Share- Collaborative, student-centered discussion • Entrance tickets- Informal formative assessment • Exit tickets- Informal formative assessment • Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) • Setting goals- providing and tracking clear and measurable goals • Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences • Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument • Citing evidence- finding and citing evidence to defend an argument 		<ul style="list-style-type: none"> • Oral responses • Alternative assignments • Project-based assessment • Modeling • Portfolio • Choice menus 	
Vocabulary Highlight key vocabulary (both	Tier II: Analyze, reflect, cause, effect, conflict, dispute, chronology, perspective, perception, opinion, primary/secondary source, informational text, site, evidence, context, culture, cite, point of view, bias			

Tier II and Tier III words)	Tier III: constitution, bicameral, republic, petition, ordinance, depreciate, depression, manumission, proportional, compromise, Enlightenment, federalism, article, legislative branch, executive branch, judicial branch, Electoral College, checks and balances, ratify, Federalist, Anti-federalist, amendment	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 8.1.8.D.2- Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4- Assess the credibility and accuracy of digital content. 8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p>	
21 st Century Themes/Skills P21 Framework	Themes Skills	
	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	Text Materials: <ul style="list-style-type: none"> ● America History of Our Nation 	

- Leveled Social Studies Readers
- Primary and secondary sources
- Online videos
- chromebooks