Unit 1: Revolution to Early Government (1607 - 1800) Copied from: US History 1H, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

US I Honors, 10th grade

Unit 1: Revolution to Early Government (1607 - 1800)

Belleville Board of Education

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Unit Overview

Unit 1 examines:

- Europeans developed a variety of colonization and migration patterns, influenced by different imperial goals, cultures, and the varied North American environments where they settled and they competed with each other and American Indians for resources.
- The British colonies participated in political, social and economic exchanges with Great Britain that encouraged both stronger bonds with Britain and resistance to Britain's control.
- British attempts to assert tighter control over its North American colonies and the colonial resolve to pursue self-government led to a colonial independence movement and the Revolutionary War.
- The American Revolution's democratic and republican ideals inspired new experiments with different forms of government.

Enduring Understanding

- Economic and geographic conditions, as well as perceptions of racial superiority, led to the institutionalization of slavery in the British North American colonies.
- Distinct regional identities developed throughout the British North American colonies as a result of differing motives for settlement, geographic and environmental factors, and ethnic and religious differences.
- The roles of women varied significantly throughout different colonial regions.
- Regional differences between the colonies diminished over time and a more unified colonial culture began to emerge.
- Science, technology and education systems led to expanding social networks and greater economic development.
- Native Americans continuously adjusted their alliances with European powers during the 18th century.
- British attempts to assert control over the colonies led to organized, violent resistance.
- The Enlightenment and the First Great Awakening led to new experiments in democratic and republican forms of government and led to increased questioning of authority.
- Native Americans continuously adjusted their alliances with European powers during the 18th century.
- The American colonies overcame significant obstacles to defeat Great Britain in the American Revolution.
- Ideas from the Enlightenment and the belief in republican ideas of self-government led to a transformation of political thought in the United States.
- The United States established a weak confederal system of government based on residual fears of tyranny.
- Western expansion led to continued conflict with American Indians and foreign countries.
- Native Americans continuously adjusted their alliances with European powers during the 18th century.
- The presence of European powers on the borders of the United States forced the United States to safeguard its territory and defend its commercial interests diplomatically and militarily.
- Ideas from the Enlightenment and the belief in republican ideas of self-government led to a transformation of political thought in the United States with the ratification of the Constitution.
- Dissatisfaction with the Articles of Confederation led to the writing of the Constitution and the creation of a stronger central government.
- The Constitution was based on the idea of federalism, which divided power between the states and national government.

Essential Questions

1. How did the European powers (Spain, England, France and Netherlands) differed in their colonization

as well as economic and imperialistic goals?
2. How did the social and political development of the Spanish, British, French and Dutch colonies affect the Native populations?
3. In the 17th century, early British colonies developed along the Atlantic coast with regional differences that reflected various environmental, economic cultural and demographic factors.
4. Competition over resources between European rivals and American Indians encouraged industry and trade which led to conflict in the Americas.
5. Transatlantic commercial, religious, philosophical, and political exchanges led residents to the British colonies to evolve in their political and cultural attitudes as they became increasingly tied to Britain and one another.
6. Like other European empires in the Americas that participated in the Atlantic slave trade, the English colonies developed a system of slavery that reflected the specific economic, demographic and geographic characteristics of those colonies.
7. The competition among the British, French, and American Indians for economic and political advantage in North America culminated in the Seven Years' War (the French and Indian War), in which Britain defeated France and allied American Indians.
8. The desire of many colonists to assert ideals of self-government in the face of renewed British imperial efforts led to a colonial independence movement and war with Britain.
9. The ideals that inspired the revolutionary cause reflected new beliefs about politics, religion, and society that had been developing over the course of the 18th century.
10. After declaring independence, American political leaders created new constitutions and declarations of rights that articulated the role of the state and federal governments while protecting individual liberties and limiting both centralized power and excessive popular influence.
11. New forms of national culture and political institutions developed in the United States alongside continued regional variations and differences over economic, political, social and foreign policy issues.
12. In the decades after American independence, interactions among different groups resulted in competition for resources, shifting alliances, and cultural blending.
13. The continued presence of European powers in North America challenged the United States to find ways to safeguard its borders, maintain neutral trading rights, and promote its economic interests.
14. The policies of the United States that encouraged western migration and the orderly incorporation of new territories into the nation both extended republican institutions and intensified conflicts among American Indians and Europeans in the trans-Appalachian West.

Exit Skills

By the end of Unit 1, students should be able to:

- apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- deductively use new information and logically apply this evidence to a related problem.
- inductively gather information and deduce a theory based on their findings.
- gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.1.12.A.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.
SOC.6.1.12.A.2.a	Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.
SOC.6.1.12.A.2.b	Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.
SOC.6.1.12.A.2.c	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.
SOC.6.1.12.A.2.d	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.
SOC.6.1.12.A.2.e	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.
SOC.6.1.12.B.1.a	Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.
SOC.6.1.12.B.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.
SOC.6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
SOC.6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.C.1.b	Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.

SOC.6.1.12.C.2.a	Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.
SOC.6.1.12.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.
SOC.6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.
SOC.6.1.12.D.2.b	Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.
SOC.6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.
SOC.6.1.12.D.2.d	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.
SOC.6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.
SOC.6.1.12.CS1	Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.
SOC.6.1.12.CS2	Revolution and the New Nation: The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

Interdisciplinary Connections

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.RH.9-10.3	Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
LA.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.RH.9-10.6	Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.
LA.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.

Learning Objectives

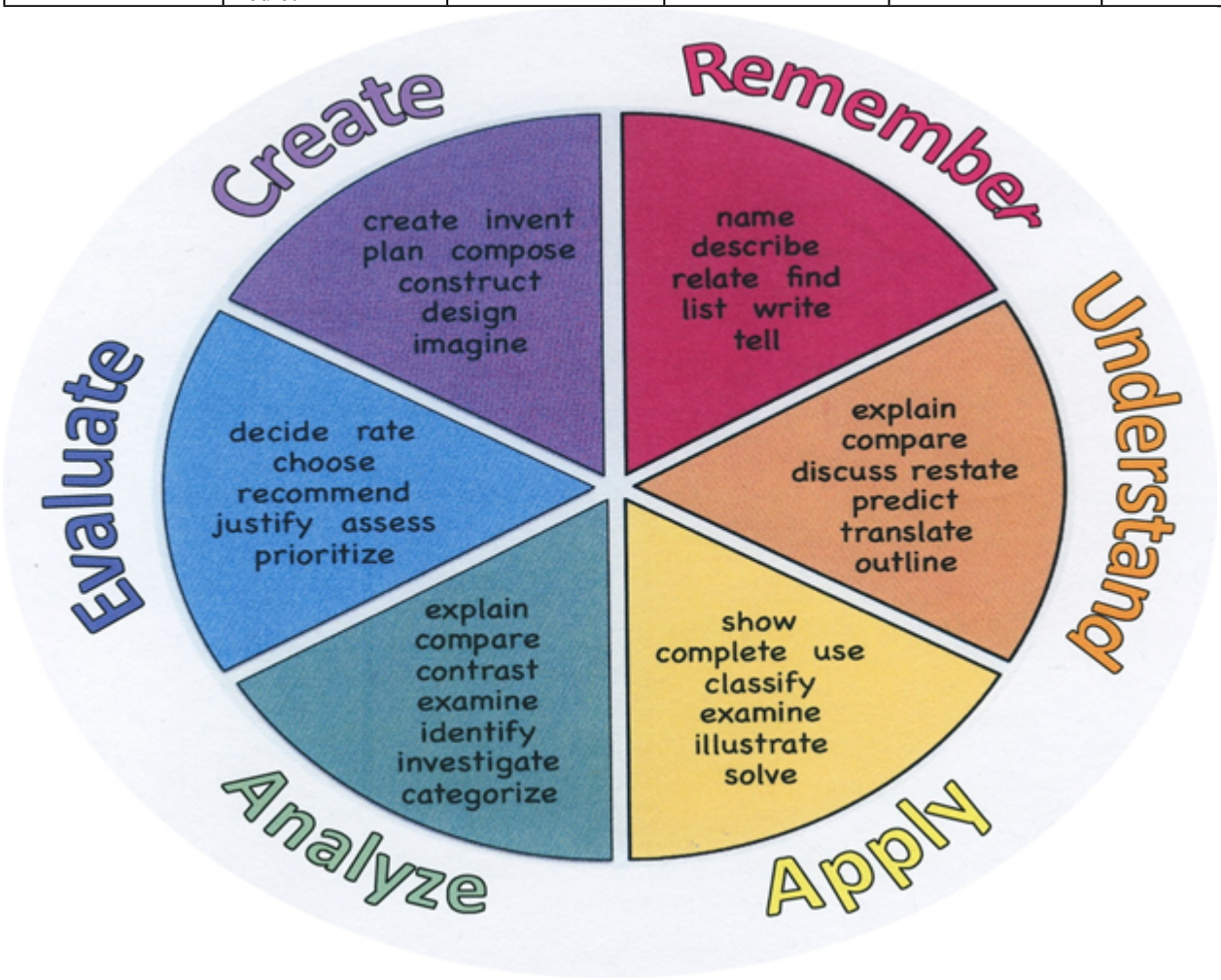
- Compare the patterns of family life and women's roles (including social attitudes towards women) in each of the colonial region.
- What were the reasons for differing economic systems in each of the colonial regions and explain the impact of those systems on each region's social structure?
- Compare the physical settlement patterns of each of the colonial regions and analyze the reasons for and the consequences of those patterns in the development of the colonial societies.
- Analyze the relative importance of natural population increase vs immigration in the development of colonial society.
- Identify the impact of technology, science and education on political, social and economic developments in each colonial region.
- How did the lives of enslaved Africans change over the course of the first century of slavery in North America?
- Describe the intellectual culture of colonial America, as expressed in literature, philosophy, science, education and law and identify any regional differences.
- Describe the changes in sources of immigration from Europe and the settlement patterns of the different groups.

- In which ways did the Seven Years' War change the balance of power in North America and throughout the world?
- To what degree and in which ways did British attempts to reassert control over the colonies contribute to the colonial revolt?
- Explain the chronological sequence of British acts intended to increase imperial control over the colonies and the colonists' reactions to those attempts.
- Describe the influence of philosophical principles on the American Revolution.
- Explain the reason for discontent among back country colonists and the manifestations of that discontent.
- Explain the position of various Native American tribes in the French and Indian War and assess why they took that position.
- To what degree and in what ways did Native Americans adjust to British-American conflict both during and after the revolution?
- Compare and contrast the makeup of groups that supported the American Revolution and the makeup of those that opposed the revolution.
- Determine what factors led to the American victory in the Revolution.
- To what degree and in what ways did the American Revolution foster the further development of republican ideas of self-government, both at a national and state levels?
- To what degree in what ways were the lives of African Americans and women changed by the American Revolution?
- Analyze both the strengths and weaknesses of the Articles of Confederation.
- Analyze the reason for and the consequences of national and state policies that encouraged western migration.
- Determine the major compromises leading to the US Constitution successfully getting through the convention and ratification process.
- Compare and contrast the beliefs of the Federalist and the Republicans in the 1790s.
- To what degree and in what ways did the Constitution overcome the weaknesses of the Articles of Confederation?
- Analyze the foreign policy issues facing the nation in the 1790s.
- Evaluate the relative success of the United States in dealing with foreign policy issues.
- Analyze the reasons for and the reaction to attempts to limit personal liberty during the administration of John Adams.
- To what degree was the election of 1800 a turning point in United States history?
- Analyze the degree to which and the ways in which the US Constitution can be subject to varying interpretations.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play

Draw Outline Point Quote Recall Recognize Repeat Reproduce	Paraphrase Represent Restate Rewrite Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict	Add Calculate Change Classify Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract	Detect Diagram Discriminate Illustrate Outline Point out Separate	Rate Support Test	Drive Devise Generate Integrate Prescribe Propose Reconstruct Revise Rewrite Transform



Suggested Activities & Best Practices

- Establish historical context by checking for understanding about events such as the French and Indian War, Stamp Act, Declaratory Act, Intolerable Acts and Declaration of Independence.
- Build foundation through vocabulary and key people identification by understanding Thomas Paine, Benjamin Franklin, George Washington, Unicameral legistature, Bicameral legislature, Constitution, Precedent
- Use of maps and interactive time likes to understand the context surrounding the time period / event such as the Declaration of Independence and the forming of the Constitution.
- Create a map of the areas colonized before 1754 and compare to after the success of the English over the French in 1754, directly and indirectly affected by the taxes/laws of the English Parliament.
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc
- Write a journal entry from three different points of view: Colonial merchant in MA; Corn farmer in OH or Plantation owner in SC, Revolutionary War Soldier, New England Merchant, Southern Farmer
- Research and collect historical evidence for an essay comparing Articles of Confederation to the Constitution.

Assessment Evidence - Checking for Understanding (CFU)

Quiz on French and Indian War (include: Ohio River Valley, Natives choosing sides, etc), Revolutionary War (include: Stamp Act, Townshend Acts, Intolerable Acts, Declaration of Independence).-benchmark assessment

Journal from the point of view of a English citizen about the War, a English soldier, Colonial Merchant, member of the Sons of Liberty about the Revolutionary War.

Student created rubric to grade presentations about the reasoning for the War, comparing the Articles of Confederation to the Constitution. -alternate assessment

Unit test-summative assessment

Think, pair, share-formative assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's

- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Textbook: American History - HMH Copyright: 2018

Ancillary Resources

- NEWSELA
- COMMONLIT

- History.com
- Reading Like A Historian
- Close Read Screencasts
- Connect One
- Interactive Timelines

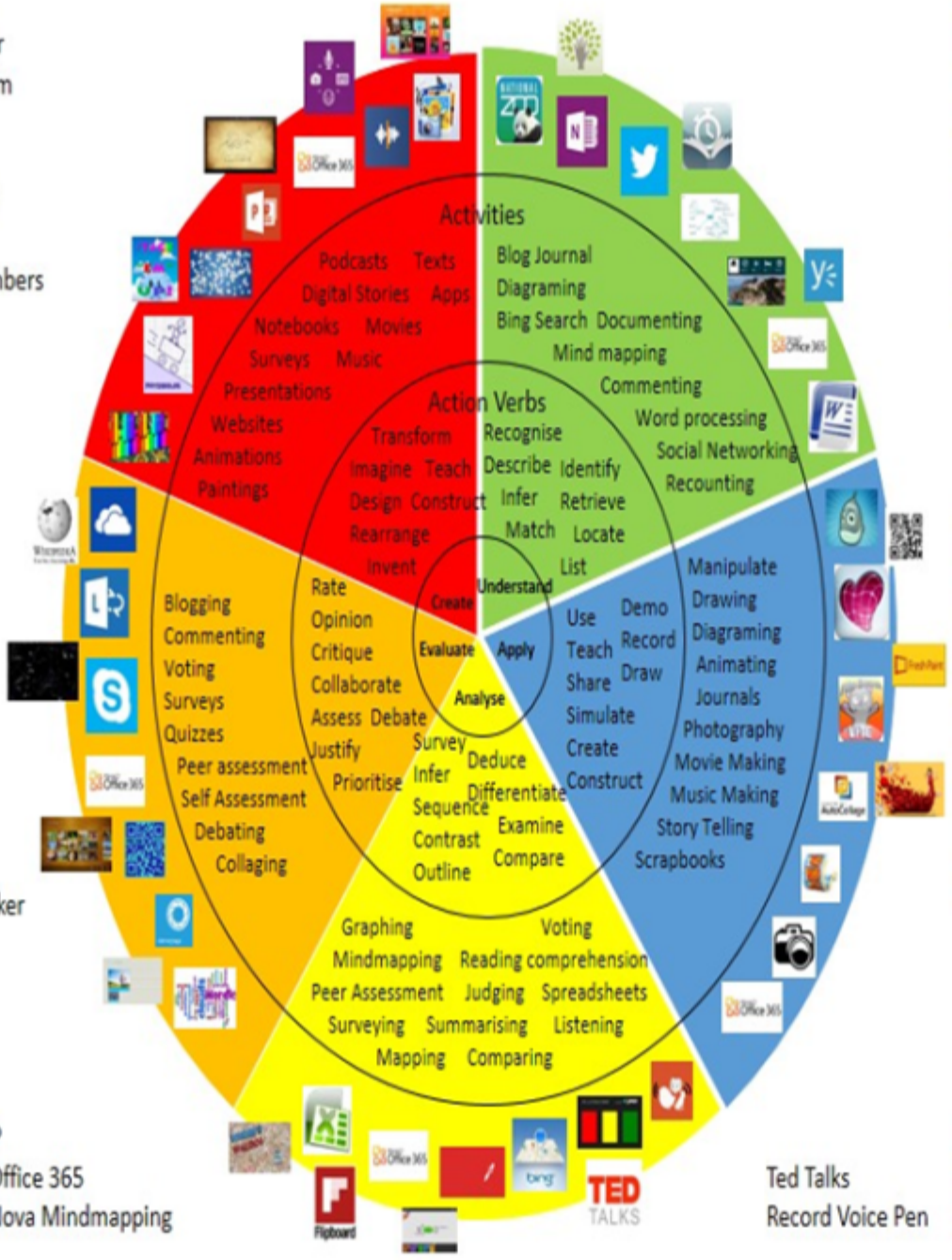
Technology Infusion

- Create a PPT describing how the Natives chose sides during the French and Indian War. the taxes/laws of the English Parliament helped start the Revolutionary War.
- Make an interactive website about how the French and Indian War affected the country we live in today: Physically and economically, about the 1st five Presidential Administrations: Washington, Adams, Jefferson, Madison, Monroe
- Use of Google Chrome Books
- Google Classroom to communicate information to the students
- Various Online tools
- Online Databases from BHS Media Center
- Use of Flipgrid when utilizing student presentations

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

TECH.8.1.12.A.3	Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.B.2	Apply previous content knowledge by creating and piloting a digital learning game or tutorial.
TECH.8.1.12.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.12.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.12.C.CS3	Develop cultural understanding and global awareness by engaging with learners of other cultures.
TECH.8.1.12.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.D.CS3	Exhibit leadership for digital citizenship.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS4	Process data and report results.
TECH.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.2.12.B.CS1	The cultural, social, economic and political effects of technology.

TECH.8.2.12.B.CS4 The influence of technology on history.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Study guides

- Teacher reads assessments allowed
- Rephrase written directions
- Multisensory approaches
- Additional time
- Story guides
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Extended time for Journals from the perspective of various participants in the French and Indian War (French soldier, Native

American, English soldier, western farmer), the Revolutionary War (French soldier, Colonial soldier, member of Parliament).

Check students progress as they take notes on French and Indian War, on the 1st five Presidential Administrations (Washington, Adams, Jefferson, Madison, Monroe).

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about French and Indian War, about the Constitution compared to the Articles of Confederation.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the struggles of the western farmers before, during and after the French Indian War, the struggles of the colonists during the Revolutionary War.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers

- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

debate about the true reason for the French and Indian War (land and/or power), which document was more powerful: Articles of Confederation compared to the Constitution

investigate the ways French and Indian War affected the New World, the ways the Revolutionary War changed the political and economic landscape of the entire world.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Constitutional Period

NJSLS

Interdisciplinary Connection: English

Statement of Objective: To recall the details of the creation and importance of the first set of laws for the US.

Anticipatory Set/Do Now: Journal Question

Learning Activity: Structured Controversy; Coop Groups

Student Assessment/CFU's:

Materials: Textbook; primary source documents

21st Century Themes and Skills: Information Literacy

Differentiation: Pairing Oral Instruction with visuals

Integration of Technology: PPT

10/6 – F **10/9 – M (No School: Columbus Day)**

10/10 - T

To compare the Articles of Confederation to the Constitution.

Journal #1: How many "set of laws" did we have? Name(s)? How many now?

1. Collect Revolutionary War Journals
2. Enlightenment Hdout Quiz
3. Review Framer's Hdout as Notes