# Unit 2:  Expansion and Reform (1800 - 1848)

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## Title Section

## Department of Curriculum and Instruction

**Belleville Public Schools**

**Curriculum Guide**

# US I Honors, 10th grade

# Unit 2:  Expansion and Reform (1800 - 1848)

**Belleville Board of Education**

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## Unit Overview

Unit 2 examines:

- The United States began to develop a modern democracy and celebrated a new national culture, while Americans sought to define the nation's democratic ideals and change their society and institutions to match them.
- Innovations in technology, agriculture and commerce powerfully accelerated the American economy, precipitating profound changes to US society and to national and regional identities.
- The US interest in increasing foreign trade and expanding its national borders shaped the nation's foreign policy and spurred government and private initiatives.

## Enduring Understanding

- There was continuing debate over the power of the national government versus states' rights.
- The economic and social systems of the north, south, and west became more pronounced and slavery, more entrenched.
- The Second Great Awakening believed in the perfectibility of man and, thus, was a catalyst for many reform movements.
- Americans attempted to develop a culture of their own-free from the domination of European constraints.
- The Napoleonic Wars led to increased confrontation with France and Britain and eventually led to the War of 1812.
- Advances in technology promoted the development of the First Industrial Revolution and an increasing market economy, which altered family and gender relationships, as well as migration patterns of groups of people.
- Improved transportation systems allowed for greater access to natural resources, markets and western lands.
- The United States doubled its size and sought to dominate the North American continent by military, diplomatic and demographic means.
- The Supreme Court under Chief Justice John Marshall asserted federal power over state laws.
- The American System of Henry Clay sought to establish a more unified national market economy through the creation of a Second Bank of the United States and enactment of a protective tariff and federally funded internal improvements.
- Improved transportation aided in the movement of goods and people.
- Improved transportation systems allowed for greater access to natural resources, markets and and western lands.
- Trade and trapping became important in the Far West, leading to a better understanding of the environment.
- The United States sought dominance over not only the North American continent, but sought to extend its influence into Latin America with the Monroe Doctrine.
- The geographic growth of the United States led to controversy over the expansion of slavery into new territories and increased conflict with Native Americans.
- The Jacksonian Era saw the emergence of the Second American Party System, with the Democrats and Whigs being the two major parties.
- The political system became much more democratic during the Jacksonian Ear.
- Debate over the power of the federal government versus states' rights flared into a direct challenge to federal authority economically and politically.
- The American System of Henry Clay sought to establish a national market economy, but resulted in increased sectional tension.
- In their desire for land, whites continued to encroach into Native American lands, which ultimately led to the removal of eastern tribes, including the "five civilized tribes," to west of the Mississippi River.
- Improved transportation systems allowed for greater access to natural resources, markets and western lands.
- Regional economic and social differences led to greater sectional controversy.
- Industrialization increased sectional differences, which led to varied expectations on the role of government in the economy.
- Growth in advanced technology and industrialization led to a rapidly expanding middle class, while also increasing the disparity of wealth between the rich and the poor.
- Improvements in transportation systems tied the Northeast and Northwest more closely together, both economically and socially.
- The agricultural and transportation revolutions improved the geographic mobility of the American

people, enriched diets and allowed settlement in growing urban industrial areas.
- The factory system led to the need for an increased labor supply that was increasingly met by native-born women and immigrants.
- Industrialization and the factory system transformed gender and family roles, and increased the separation between home and the workplace.
- Natural population growth was aided by increasing immigration from Europe, which led to rising nativist sentiment.

## Essential Questions

- The nation's transition to a more participatory democracy was achieved by expanding suffrage from a system based on property ownership to one based on voting by all adult white men, and it was accompanied by the growth of political parties.
- While Americans embraced a new national culture, various groups developed distinctive cultures of their own.
- Increasing numbers of Americans, many inspired by new religious and intellectual movements, worked primarily outside of government institutions to advance their ideals.
- New transportation systems and technologies dramatically expanded manufacturing and agricultural production.
- The changes caused by the market revolution had significant effects on US society, workers' lives, and gender/family relations.
- Economic development shaped settlement and trade patterns, helping to unify the nation while also encouraging the growth of different regions.
- Struggling to create an independent global presence, the United States sought to claim territory throughout the North American continent and promote foreign trade.
- The United States' acquisition of lands in the West gave rise to contests over the extension of slavery into new territories.

## Exit Skills

By the end of Unit 2, 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.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.A.3.a | Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. |
| SOC.6.1.12.A.3.b | Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. |
| SOC.6.1.12.A.3.c | Assess the role of geopolitics in the development of American foreign relations during this period. |
| SOC.6.1.12.A.3.d | Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. |
| SOC.6.1.12.A.3.e | Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal. |
| SOC.6.1.12.A.3.f | Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period. |
| SOC.6.1.12.A.3.g | Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. |
| SOC.6.1.12.A.3.h | Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments. |

| | |
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| SOC.6.1.12.A.3.i | Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement. |
| 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.B.3.a | Assess the impact of Western settlement on the expansion of United States political boundaries. |
| 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.C.3.a | Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation. |
| SOC.6.1.12.C.3.b | Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals. |
| 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.D.3.a | Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. |
| SOC.6.1.12.D.3.b | Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. |
| SOC.6.1.12.D.3.c | Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). |
| SOC.6.1.12.D.3.d | Analyze the role education played in improving economic opportunities and in the development of responsible citizens. |
| SOC.6.1.12.D.3.e | Determine the impact of religious and social movements on the development of American culture, literature, and art. |
| 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. |
| SOC.6.1.12.CS3 | Expansion and Reform: Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices. |

## Interdisciplinary Connections

| | |
|---|---|
| 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.9-12.1.3.2 | 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

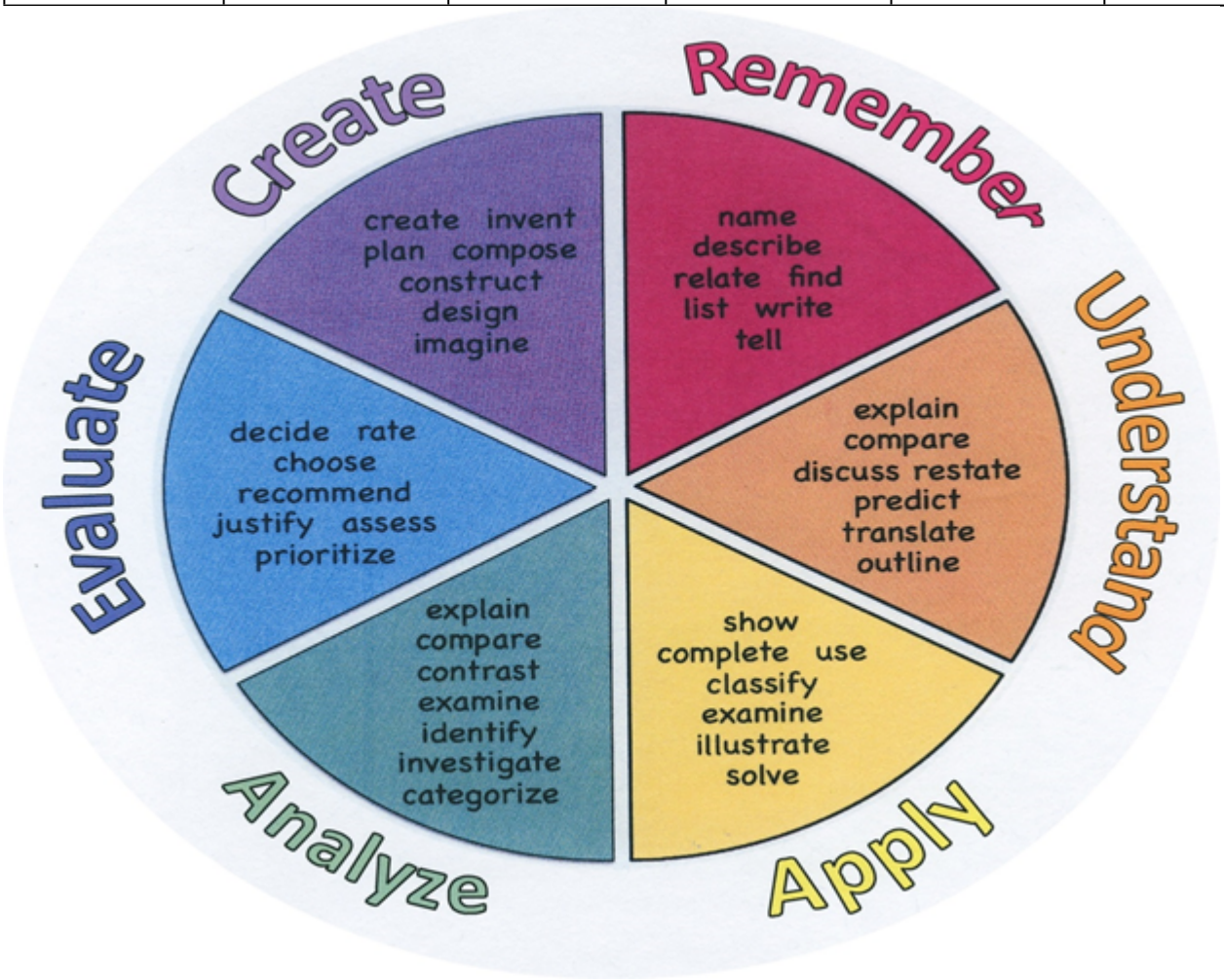
The student will be able to:

- Identify and explain how the debate over the power of the national government versus states' rights intensified.
- Compare and contrast the economic and social systems of the northern, southern and western regions.
- Explain how the First Industrial Revolution alter the labor force and family relationships in the United States.
- Analyze the foreign policy issues facing the nation between 1800 and 1820 and evaluate the relative success of the United States in dealing with them.
- Analyze cultural and religious changes that occurred between 1800 and 1820 and evaluate the consequences of those changes.
- To what degree did the United States enter into a war with Great Britain over the issue of freedom of the seas and neutral rights, as opposed to other motives?
- Identify and explain the ways in which the Marshall Court attempted to increase the power of the federal government at the expense of the states.
- Explain how the proposed American System was a change in the economic structure of the American economy thus far.
- To what degree was the period shortly after 1812 through the early 1820s a time of exceptional political unity?
- Identify and explain the factors that led to the demise of the first era of political parties.
- Analyze the ways in which westward migration intensified conflict over slavery.
- To what degree and in what ways did the political system become more democratic during the 1820s to the 1840s?
- Explain how ideas similar to Henry Clay's American system contributed to increased sectional tension.
- Compare and contrast the beliefs of the Democratic Party with those of the Whig Party.
- Identify the ways in which the Whig party was reflective of the old Federalist Party, in terms of agenda and constituency.
- Analyze the ways in which the power of the presidency increased between 1828 and 1836.
- Identify how the actions of Andrew Jackson, as President, threatened separation of powers among the three branches of the federal government.
- Analyze the reasons for rapid population growth in the United States and the consequence of that growth.
- Explain how transportation innovations further isolated the South from other regions of the United States.
- Compare and contrast the agricultural focus of each of the regions of the United States.
- To what degree and in what ways did the early industrial revolution change the labor force, gender roles, and social mobility.
- Analyze how the development of the factory system further isolated the South and set the stage for increased sectional tension.

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



## Suggested Activities & Best Practices

- Establish historical context by checking for understanding about events such as Supreme Court decisions, Mexican War, Texas Independence, Manifest Destiny, Reform Movements, and Early Industrialization.
- Build foundation through vocabulary and key people identification
- Use of maps and interactive time likes to understand the context surrounding Manifest Destiny.
- Create a map of the areas directly and indirectly affected by the new borders and states due to Manifest Destiny and westward movement.
- 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:  Female factory Worker, pioneer in the Gold Rush, Escaped slave
- Research and collect historical evidence for an essay on Uncle Tom's Cabin and Cannibals' All.

## Assessment Evidence - Checking for Understanding (CFU)

Quiz on Supreme Court Cases under John Marshall-benchmark assessment

Journal from the point of view of a Gold Rush settler, Tejano during the Mexican War, escaped slave.

Student created rubric to grade presentations discussing the Missouri Compromise, Bleeding Kansas and Dred Scott Decision.-alternate assessment

Unit test-summative assessment

Quickwrite-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

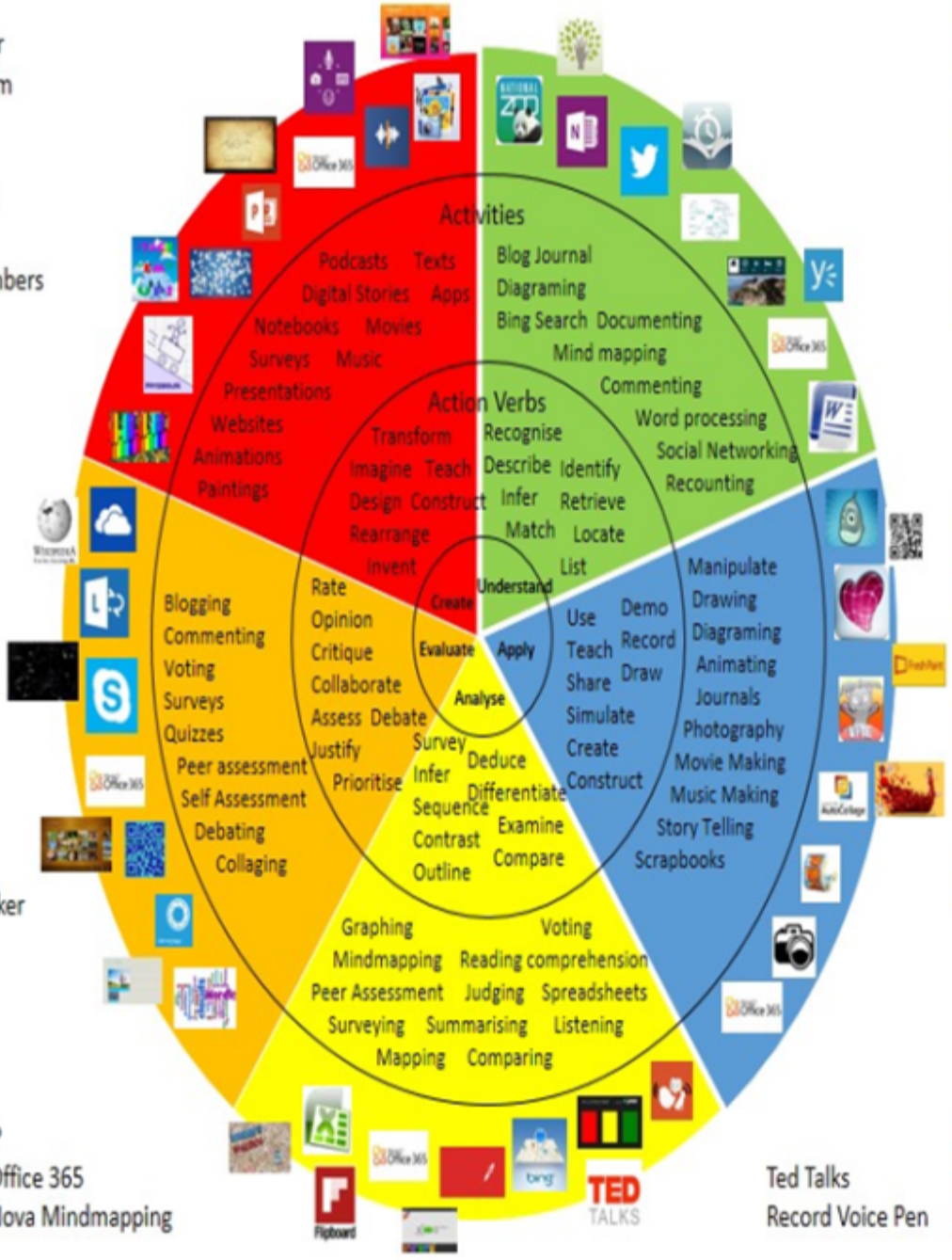
## Technology Infusion

- Create a PPT describing how the idea of Manifest Destiny led to events such as: Texas Independence, Missouri Compromise and the Gold Rush.
- Make an interactive website about how Kansas-Nebraska Act led to Bleeding Kansas and Bleeding Sumner.
- 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.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.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.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |
| TECH.8.1.12.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |

## 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
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

- Large print edition
- Dictation to scribe
- 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
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

**Lo-Prep Differentiations**

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

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

Extended time for Journals from the perspective of various participants in Westward Expansion (Oregon Trail, CA Gold Rush,

Texas Independence).

Check students progress as they take notes on the anti-slavery events such as Dred Scott Decision, Missouri Compromise.

- 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 the Mexican War.

- 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 Texans during their fight for independence or the pioneers who explored the Oregon Trail.

- 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 how the Gold Rush changed the landscape of the US.

investigate the ways the anti-slavery movements helped bring us closer to the Civil War.

- 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: