

Unit 1: Pre-Revolution (Weeks 1-6)

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

UNIT RATIONALE

To review the development of native peoples in North America pre-European contact. Followed by the social, political and economic impact of colonization in this area. Focus then will be placed on the social, political and economic development of the 13 colonies.

*Note: The majority of this unit is assigned as summer work for students. A review of this material is done the first week of school then we move on.

[2022-2023_Summer_Assignment.docx](#)

ESSENTIAL QUESTIONS

- Where did different groups settle in the Americas (before contact) and how and why did they move to and within the Americas (after contact)?
- How did European attempts to dominate the Americas shape relations between Native Americans, Europeans, and Africans?
- How did the Columbian Exchange—the mutual transfer of material goods, commodities, animals, and diseases—affect interaction between Europeans and natives and among indigenous peoples in North America?
- What were the chief similarities and differences among the development of English, Spanish, Dutch, and French colonies in America?
- How did distinct economic systems, most notably a slavery system based on African labor, develop in British North America? What was their effect on emerging cultural and regional differences?
- How did the expansion of cultural contact that took place with permanent colonization alter conditions in North America and affect intellectual and religious life, the growth of trade, and the shape of political institutions?

STANDARDS

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey Core Curriculum - Grade 11 - Social Studies

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.

6.1.12.A.1.b

Analyze how gender, property ownership, religion, and legal status affected political rights.

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.

6.1.12.C.1.a

Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

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.

6.1.12.D.1.a

Assess the impact of the interactions and conflicts between native groups and north American settlers.

New Jersey (NJSLS) - Grades 9-12 - Social Studies (2020)

6.1.12.CivicsPI.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.

6.1.12.GeoGI.1.a:

Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).

6.1.12.EconGE.1.a:

Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.HistoryCC.1.a:

Assess the impact of the interactions and conflicts between native groups and North American settlers.

6.1.12.EconEM.2.a:

Explain how the United States economy emerged from British mercantilism.

6.1.12.EconNE.3.a:

Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.

6.1.12.HistoryUP.3.a:

Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).

SOC.6.1.12.CivicsPI.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.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.
SOC.6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.
SOC.6.1.12.EconNE.3.a	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.
SOC.6.1.12.HistoryUP.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g., Native American/European, Native American/White settlers, American/Latin American, American/Asian).
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.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.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.D.1.a	Assess the impact of the interactions and conflicts between native groups and north American settlers.

NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS

WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING

CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
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PRE-ASSESSMENTS

Kahoot game review of topics included in unit and those specifically on unit assessment to gauge level of previous knowledge of students.

INSTRUCTIONAL PLAN

MODULE 1

Pre-Contact native societies and early colonization

Student Learning Intentions (SLI) WALT: (We are learning to...)	<ul style="list-style-type: none">• create a foundation of information about the varied indigenous societies in North America before colonization.• understand the reasons for and impact of European colonization in North America.
Student Learning Strategies	<ul style="list-style-type: none">• Active lecture note taking• Close Reading• Think-Pair-Share• Case Notes• Making Connections• Debate/Socratic Seminar• Short written responses• Pear Deck responses• Discussion Groups
Success Criteria	<ul style="list-style-type: none">• Explain how and why various native populations in the period before European contact interacted with the natural environment in North America.• Explain the causes of exploration and conquest of the New World by various

	<p>European nations.</p> <ul style="list-style-type: none"> • Explain how the growth of the Spanish Empire in North America shaped the development of social and economic structures over time.
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Key terms and People assignments • Chapter Question assignments • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Textbook readings • Lecture/notes/active class discussion • Forever Dates (cumulative chronology quiz) • Simulations <ul style="list-style-type: none"> ○ Colombian Exchange • End of topic multiple choice exam <ul style="list-style-type: none"> ○ both stimulus based and traditional questions
<p>Suggested Modifications</p>	<p>English Language Learners</p> <p>Native language support: The teacher provides auditory or written content to students in their native language.</p> <p>Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.</p>

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or

instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being

read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be
Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

[2022-2023_Summer_Assignment.docx](#)

[Chapters 1 thru 5](#)

MODULE 2

The Road to Revolution

**Student Learning Intentions (SLI) WALT:
(We are learning to...)**

understand the social, cultural, economic and political elements that led to the rift between the American colonists and the British.

Student Learning Strategies

- Active lecture note taking
- Close Reading
- Think-Pair-Share
- Case Notes
- Making Connections
- Debate/Socratic Seminar
- Short written responses
- Peer Deck responses
- Discussion Groups

Success Criteria

- Explain how and why the movement of a

	<p>variety of people and ideas across the Atlantic contributed to the development of American culture over time.</p> <ul style="list-style-type: none"> • Explain the causes and effects of slavery in the various British colonial regions. • Explain the causes and effects of the Seven Years' War (the French and Indian War).
<p>Formative Assessment (drives instructional decisions)</p>	<ul style="list-style-type: none"> • Key terms and People assignments • Chapter Question assignments • Pear Deck interactive slide real time feedback • In class discussions • Low-stakes group work
<p>Activities and Resources</p>	<ul style="list-style-type: none"> • Textbook readings • Lecture/notes/active class discussion • Forever Dates (cumulative chronology quiz) • Simulations <ul style="list-style-type: none"> ○ Mercantilism simulation • End of topic multiple choice exam <ul style="list-style-type: none"> ○ both stimulus based and traditional questions
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REFLECTIONS

INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS

LA.K-12.NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation,

and spelling when writing.