

Unit 2: Revolution and the Antebellum Republic (Weeks 7-15)

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

UNIT RATIONALE

To study the nation from its inception, during the American Revolution up until the brink of the Civil War. The students will also be introduced to the Short Answer Question (SAQ). This is the first writing element of the AP exam.

ESSENTIAL QUESTIONS

- Was the American War for Independence inevitable?
- Was the American Revolution a “radical” revolution?
- Could the Constitution be written without compromise?
- Is the Constitution a living document? (amendment process, elastic clause, judicial interpretation, legislative modifications, etc.)
- Is the suppression of public opinion during times of crisis ever justified?
- Should we expect elections to bring about revolutionary changes? (election of 1800)
- Did the Supreme Court under John Marshall give too much power to the federal government (at the expense of the states)?
- Does a geographic minority have the right to ignore the laws of a national majority?
- Did Andrew Jackson advance or retard the cause of democracy? (autocrat v. democrat)
- Does the United States have a mission to expand freedom and democracy?
- Have reformers had a significant impact on the problems of American society?
- Was slavery a benign or evil institution?
- Can legislative compromises solve moral issues?
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STANDARDS

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.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.
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.

NEW JERSEY STUDENT LEARNING STANDARDS: CONTENT AREA

New Jersey Core Curriculum - Grade 11 - Social Studies

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.

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.

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.

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.

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.

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.

6.1.12.B.2.b

Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.

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.

6.1.12.D.2.a

Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

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.

6.1.12.D.2.c

Relate events in Europe to the development of American trade and American foreign and domestic policies.

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.

6.1.12.D.2.e

Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

6.1.12.A.3.a

Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.

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.

6.1.12.A.3.c

Assess the role of geopolitics in the development of American foreign relations during this period.

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.

6.1.12.A.3.e

Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

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.

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.

6.1.12.A.3.h

Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.

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.

6.1.12.B.3.a

Assess the impact of Western settlement on the expansion of United States political boundaries.

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.

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.

6.1.12.D.3.a

Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.

6.1.12.D.3.b

Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.

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).

6.1.12.D.3.d

Analyze the role education played in improving economic opportunities and in the development of responsible citizens.

6.1.12.D.3.e

Determine the impact of religious and social movements on the development of American culture, literature, and art.

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| 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. |
| 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.

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

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.EC.1	Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.
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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 2

Launching the New Ship of State/The Triumphs and Travails of the Jefferson Republic

<p>Student Learning Intentions (SLI) WALT: (We are learning to...)</p>	<ul style="list-style-type: none"> • understand the challenges and implications of Washington's administration • understand the domestic and foreign policy issues early administrations faced
<p>Student Learning Strategies</p>	<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
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain the causes and effects of policy debates in the early republic • Explain how different regional interests affected debates about the role of the federal

government in the early republic

- How did debates over American democratic culture and the proximity of many different cultures living in close contact affect changing definitions of national identity?
- Explain how and why American foreign policy developed and expanded over time.
 - How did the United States use diplomatic and economic means to project its power in the western hemisphere? How did foreign governments and individuals describe and react to the new American nation?
- Explain the causes and effects of the innovations in technology, agriculture, and commerce over time.

Formative Assessment (drives instructional decisions)

- Key terms and People assignments
- Chapter Question assignments
- Pear Deck interactive slide real time feedback
- In class discussions
- Low-stakes group work

Activities and Resources

- Textbook readings
- Lecture/notes/active class discussion
- Forever Dates (cumulative chronology quiz)
- Simulations
 - Jefferson on Trial

- Trial of Aaron Burr
- End of topic multiple choice exam
 - both stimulus based and traditional questions

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

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.

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.

Suggested Modifications

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.

[Pageant 9 10.ppt](#)

MODULE 1

America Secedes from the Empire/The Confederation and the Constitution

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

- understand the reasons for the American Revolution as well as the important events of

the Revolution itself.

- understand the Critical Period
 - the nation under the Articles of Confederation (benefits and drawbacks)
 - the reasons for and results of the Constitutional Convention
 - the debates over the Constitution

Student Learning Strategies

- 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

- Explain how various factors contributed to the American victory in the Revolution.
- Describe the global impact of the American Revolution.
- Explain how different forms of government developed and changed as a result of the Revolutionary Period.
- Explain the continuities and changes in the structure and functions of the government with the ratification of the Constitution.
- Explain how and why competition intensified conflicts among peoples and nations from 1754 to 1800.
- Explain the continuities and changes in regional attitudes about slavery as it expanded from 1754 to 1800.

Formative Assessment (drives instructional decisions)

- Key terms and People assignments
- Chapter Question assignments
- Pear Deck interactive slide real time feedback
- In class discussions
- Low-stakes group work

Activities and Resources

- Textbook readings
- Lecture/notes/active class discussion
- Forever Dates (cumulative chronology quiz)
- Simulations
 - Constitutional Convention simulation
- End of topic multiple choice exam
 - both stimulus based and traditional questions

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

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.

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

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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.

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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

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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.

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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.

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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.

MODULE 3

The War of 1812 & the Upsurge of Nationalism/The Rise of Mass Democracy

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

- understand the political and economic factors that led to the outbreak of the War of 1812.
- understand the impact the War of 1812 had on the citizens of the nation
- understand how social, political and economic norms changed leading to the demise of one political party and the rise of another,

Student Learning Strategies

- 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

- Explain how and why American foreign policy developed and expanded over time.
- Explain the causes and effects of the expansion of participatory democracy from 1800 to 1848.
- Explain the causes and effects of continuing

	<p>policy debates about the role of the federal government from 1800 to 1848.</p>
Formative Assessment (drives instructional decisions)	<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
Activities and Resources	<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">○ Monroe Doctrine simulation○ Indian Removal○ Jackson Impeachment• End of topic multiple choice exam<ul style="list-style-type: none">○ both stimulus based and traditional questions
Suggested Modifications	<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

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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.

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MODULE 4

Forging the National Economy/The Ferment of Reform in Culture

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

- understand the impact of the Market Revolution on the nation both socially and economically.
- understand the causes for and impact of the Second Great Awakening.

Student Learning Strategies

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

	<ul style="list-style-type: none"> • Discussion Groups
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain the causes and effects of the innovations in technology, agriculture, and commerce over time • Explain the causes and effects of the innovations in technology, agriculture, and commerce over time • Explain how and why a new national culture developed from 1800 to 1848 • Explain the causes of the Second Great Awakening. • Explain how and why various reform movements developed and expanded from 1800 to 1848.
<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"> ○ Market revolution simulation • End of topic multiple choice exam <ul style="list-style-type: none"> ○ both stimulus based and traditional

questions

Suggested Modifications

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

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.

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

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.

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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.

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.

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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.

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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.

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[The SAQ - Short Answer Questions \(Pear Deck\)](#)

[Market Revolution, Society, Culture and Reform](#)

MODULE 5

The South and Slavery/Manifest Destiny and its Legacy

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

- understand the everyday experience and challenges faced by enslaved Americans
- understand causes and effects of the

	<p>Mexican–American War</p> <ul style="list-style-type: none"> • understand the similarities and differences in how regional attitudes affected federal policy in the period after the Mexican–American War
<p>Student Learning Strategies</p>	<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
<p>Success Criteria</p>	<ul style="list-style-type: none"> • Explain the continuities and changes in the experience of African Americans from 1800 to 1848. • Explain the extent to which politics, economics, and foreign policy promoted the development of American identity from 1800 to 1848.
<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 •

	<p>Low-stakes group work</p>
Activities and Resources	<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">○ Oregon Trail• End of topic multiple choice exam<ul style="list-style-type: none">○ both stimulus based and traditional questions
Suggested Modifications	<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> <p>Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.</p> <p>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.</p> <p>Special Education Students</p> <p>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</p>

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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.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.
LA.K-12.NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
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.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.