

# Unit 1 Colonization, Revolution and Constitution

Content Area: **Social Studies**  
Course(s): **US History I**  
Time Period: **1 marking period**  
Length: **8-10 Weeks**  
Status: **Published**

## Unit Overview

### Colonization and Settlement

North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.

### Revolution and the Constitution

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.

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| LA.RH.11-12.1 | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.  |
| LA.RH.11-12.2 | Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.  |
| LA.RH.11-12.3 | Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.   |
| LA.RH.11-12.4 | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).   |
| LA.RH.11-12.5 | Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   |
| LA.RH.11-12.6 | Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   |
| LA.RH.11-12.7 | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.   |
| LA.RH.11-12.8 | Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.   |
| LA.RH.11-12.9 | Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.  |
| SOC.6.1.12    | U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as |

productive citizens in local, national, and global communities.

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| SOC.6.1.12.A.1.a | Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.   |
| SOC.6.1.12.A.1.b | Analyze how gender, property ownership, religion, and legal status affected political rights.  |
| SOC.6.1.12.A.2.a | Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world. |
| SOC.6.1.12.A.2.b | Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.                      |
| SOC.6.1.12.A.2.c | Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.   |
| SOC.6.1.12.A.2.d | Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.   |
| SOC.6.1.12.A.2.e | Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.   |
| SOC.6.1.12.B.1.a | Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.  |
| SOC.6.1.12.B.2.a | Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.  |
| SOC.6.1.12.B.2.b | Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.   |
| SOC.6.1.12.C.1.a | Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.  |
| SOC.6.1.12.C.1.b | Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies.     |
| SOC.6.1.12.C.2.a | Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.  |
| SOC.6.1.12.D.1.a | Assess the impact of the interactions and conflicts between native groups and north American settlers.   |
| SOC.6.1.12.D.2.a | Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.   |
| SOC.6.1.12.D.2.b | Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.  |
| SOC.6.1.12.D.2.c | Relate events in Europe to the development of American trade and American foreign and domestic policies.   |
| SOC.6.1.12.D.2.d | Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.  |
| SOC.6.1.12.D.2.e | Determine the impact of African American leaders and institutions in shaping free Black communities in the North.  |
| SOC.6.1.12.CS1   | Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.   |
| SOC.6.1.12.CS2   | Revolution and the New Nation: The war for independence was the result of growing  |

ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.

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| 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.CS2 | Select and use applications effectively and productively.   |
| TECH.8.1.12.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.           |
| TECH.8.1.12.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats.   |
| TECH.8.1.12.C.CS3 | Develop cultural understanding and global awareness by engaging with learners of other cultures.                                      |

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## Transfer

Students will be able to independently use their learning to trace the origins of American democracy and perfect the Union through the adaptation of the Constitution.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

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## Meaning

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## Understandings

Students will understand that...

- physical geography impacts the development of communities.
- the roots of unrest stem from resentment of colonial rule.

- the Constitution is a living document that has the capability to adapt with the times.

(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)

### **Essential Questions**

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1. How did geographic, political and socio-economic differences lead to eventual separation from Great Britain?
2. What is a revolution: what factors contributed to conflict in North America?
3. How do individuals and events affect historical outcomes?
4. What is government: What are its responsibility to the people? What are people's responsibility to government?
5. To what extent has American democracy evolved over time?

### **Application of Knowledge and Skill**

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#### **Students will know...**

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Students will know...

- the 13 colonies
- the political, social and economic interactions between the New World colonists and Native Americans.
- the New England, Middle and Southern colonies.
- the growth and development of colonial economic structures, e.g. (mercantilism, plantation system, Triangular Trade).
- the growth and development of colonial institutions including the family, government, religion, education, slavery, and compare to

modern standards.

- the role of various artistic and literary efforts in the time period.
- the political, social, and economic impact of the French and Indian Wars.
- British government actions and colonial reactions that led to Revolution.
- the Declaration of Independence: including its concepts, principles, and importance, both then and now.
- the campaigns, individuals, and key events of the American Revolutionary War.
- the Articles of Confederation.
- the Articles of Confederation failed to meet the needs of the new United States of America
- the differences between the Articles of Confederation and the U.S. Constitution.
- the development, establishment, and the lasting impact of the U.S. Constitution and the Bill of Rights.

## **Students will be skilled at...**

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Students will be skilled at...

- Analyze the political, social and economic interactions between the New World colonists and Native Americans.
- Analyze and compare the New England, Middle and Southern colonies.
- Identify and describe the growth and development of colonial economic structures, e.g. (mercantilism, plantation system, Triangular Trade).
- Describe and analyze the growth and development of colonial institutions including the family, government, religion, education, slavery, and compare to modern standards.
- Evaluate the role of various artistic and literary efforts in the time period.
- Interpret the political, social, and economic impact of the French and Indian Wars.
- Analyze and assess British government actions and colonial reactions that led to Revolution.
- Analyze the Declaration of Independence: including its concepts, principles, and importance, both then and now.
- Identify the campaigns, individuals, and key events of the American Revolutionary War.
- Describe and analyze the Articles of Confederation.
- Investigate how the Articles of Confederation failed to meet the needs of the new United States of America
- Compare and contrast the Articles of Confederation and the U.S. Constitution.
- Explain and analyze the development, establishment, and the lasting impact of the U.S. Constitution and the Bill of Rights.

## Academic Vocabulary

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Chapter 2 Academic Vocabulary: Charter, Royal Colony, Puritan, Pilgrim, Mayflower Compact

Chapter 3 Academic Vocabulary: Middle Passage, Indentured Servants, Triangle Trade, Parliament, Mercantilism, Enlightenment, cash crop

Chapter 4 Academic Vocabulary: Stamp Act, Sons of Liberty, Boston Massacre, Intolerable Acts, militia, loyalist, mercenary

Chapter 5 Academic Vocabulary: Articles of Confederation, federal, Three-Fifths Compromise, ratification, popular sovereignty, limited government, electoral college, separation of powers, checks and balances

## Learning Goal 1

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Students will develop ability to analyze the growth and development of colonial institutions: including the family, government, religion, education, slavery and compare to modern standards.

**(NEW JERSEY AMISTAD COMMISSION CURRICULUM- SEE UNIT RESOURCES)**

- Students will develop ability to analyze the growth and development of colonial institutions: including the family, government, religion, education, slavery and compare to modern standards.

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| LA.RL.9-10.1     | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain. |
| LA.RI.9-10.2     | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.   |
| LA.W.9-10.2.D    | Use precise language and domain-specific vocabulary to manage the complexity of the topic.  |
| CRP.K-12.CRP1    | Act as a responsible and contributing citizen and employee.   |
| CRP.K-12.CRP2    | Apply appropriate academic and technical skills.  |
| CRP.K-12.CRP4    | Communicate clearly and effectively and with reason.  |
| CRP.K-12.CRP5    | Consider the environmental, social and economic impacts of decisions.   |
| CRP.K-12.CRP6    | Demonstrate creativity and innovation.  |
| CRP.K-12.CRP7    | Employ valid and reliable research strategies.  |
| CRP.K-12.CRP8    | Utilize critical thinking to make sense of problems and persevere in solving them.  |
| PFL.9.1.8.F.1    | Explain how the economic system of production and consumption may be a means to achieve significant societal goals.   |
| 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.  |

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| 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.  |
| SOC.6.1.12.CS1   | Colonization and Settlement: North American Colonial societies adapted European governmental, economic, and cultural institutions and ideologies to meet their needs in the New World.  |
| TECH.8.1.12      | Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  |
| TECH.8.2.12      | Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |

## Target 1

Describe the English settlements in the New World.

- Describe the English settlements in the New World.

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| 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.D.1.a | Assess the impact of the interactions and conflicts between native groups and north American settlers.   |

## Target 2

Compare and contrast the New England, Middle and Southern colonies.

- Compare and contrast the New England, Middle and Southern colonies.

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| 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.                                 |

## Learning Goal 2

Analyze and assess British government actions and colonial reactions that led to the American Revolution.

- Students will develop ability to analyze and assess British government actions and colonial reactions that led to revolution.

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| LA.RL.9-10.1                         | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  |
| LA.RL.9-10.2                         | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.  |
| LA.W.9-10.2.D                        | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |
| LA.9-10.CCSS.ELA-Literacy.CCRA.RI.10 | Read and comprehend complex literary and informational texts independently and proficiently.   |
| 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.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.D.2.a                     | Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.   |
| 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. |

## Target 1

Identify the Key Terms, people and places of the American Revolutionary era.

- Identify the campaigns, individuals, and key events of the American Revolutionary era.

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| 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. |
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| 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.     |

## Target 2

Analyze the concepts, principles and importance of the Declaration of Independence to determine its lasting impact on the United States.

- Analyze the Declaration of Independence - including its concepts, principles, and importance both then and now

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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.e | Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.   |
| SOC.6.1.12.B.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.D.2.d | Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.  |

## Learning Goal 3

Trace the development, establishment, and lasting impact of the US Constitution and the Bill of Rights.

- Students will develop ability to trace the development, establishment, and lasting impact of the US Constitution and the Bill of Rights.

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| LA.RL.9-10.1     | Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.  |
| LA.RL.9-10.2     | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.  |
| LA.RL.9-10.4     | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| LA.W.9-10.2.D    | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |
| 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   |

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|                  | importance on the spread of democracy around the world.  |
| SOC.6.1.12.A.2.b | Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government.  |
| SOC.6.1.12.A.2.c | Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.   |
| SOC.6.1.12.A.2.d | Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.   |
| SOC.6.1.12.A.2.e | Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties.   |
| SOC.6.1.12.B.2.b | Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.   |
| SOC.6.1.12.C.2.a | Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.  |
| SOC.6.1.12.D.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.d | Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.  |
| 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. |

## Target 1

Describe and analyze the Articles of Confederation.

- Describe and analyze the Articles of Confederation.

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| SOC.6.1.12.B.2.a | Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.   |
| SOC.6.1.12.B.2.b | Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.  |
| SOC.6.1.12.C.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. |

## Target 2

Trace the foundations of the US Constitution and its malleability to withstand the test of time.

- Trace the foundations of the US Constitution and its malleability to withstand the test of time.

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| SOC.6.1.12.A.2.a | Assess the importance of the intellectual origins of the Foundational Documents (i.e., |
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|                  | 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.C.2.a | Assess the effectiveness of the new state and national governments attempts to respond to economic challenges including domestic (e.g., inflation, debt) and foreign trade policy issues.                     |
| SOC.6.1.12.D.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.d | Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.   |

### Target 3

Trace the divisions between Federalists and Anti-Federalists in the emergence of new political parties.

- Trace the divisions between Federalists and Anti-Federalists in the emergence of new political parties.

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| 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.e | Examine the emergence of early political parties and their views on centralized government and foreign affairs, and compare these positions with those of today's political parties. |
| SOC.6.1.12.B.2.a | Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.  |

### Summative Assessment

Unit 1 Benchmark Assessment is a skills based common assessment of Unit 1 (Document Analysis of the Declaration of Independence and the Bill of Rights). The assessment is administered to all students enrolled in Grade 10 United States History I.

Alternate assessments may include, but are not limited to Project Based Learning, Presentations, Debates or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

- Compare and Contrast New England, Middle and Southern Colonies Foldable
- Seterra Online Map Practice Game ( <https://online.seterra.com/en> )
- British Action and Colonial Reaction Graphic Organizer
- Declaration of Independence Breakup Letter Activity
- Revolutionary War Perspectives Journal Writing
- French and Indian War Techno-Timeline

- Federalist and Anti-Federalist Debate
- Hamilton-Jefferson Rap Battle
- Hamilton Play Re-Enactment and Song Analysis
- Colonial Immigrant Research Activity <http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html>

## **Formative Assessment and Performance Opportunities**

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Teacher Observation

Cooperative Learning Opportunities

Guided Practice

Classroom Centers

Map Activities

Do-Now

Daily Quizzes

Exit Ticket

Student Survey/Polling

First Marking Period Benchmark Assessment

## **21st Century Life and Careers**

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| PFL.9.1.12.A.11 | Explain the relationship between government programs and services and taxation.   |
| PFL.9.1.12.A.13 | Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.   |
| CAEP.9.2.12.C.8 | Assess the impact of litigation and court decisions on employment laws and practices.   |
| TECH.8.1.12.A   | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.  |
| 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.                                       |
| TECH.8.1.12.A.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the   |

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|                   | data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.                         |
| TECH.8.1.12.A.CS1 | Understand and use technology systems.   |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.  |
| TECH.8.1.12.B     | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| 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.C.CS4 | Contribute to project teams to produce original works or solve problems.   |

## **Accommodations/Modifications**

**Enrichment Opportunities: US History I: College Prep B, College Prep A, Honors, AP**

**Differentiation: 504 accommodations and IEP modifications are met as required**

All assessments are differentiated and aligned to the Social Studies standards and curriculum. Differentiation can include, but is not limited to:

- Graphic Organizers
- Chunked Readings
- RAFT Activities (Role, Audience, Format, Topic)
- Layered Curriculum/Tiered Assignments
- Academic Games to practice skills and deepen understanding of topics
- Think-Pair-Share Activities
- Stations and Learning Centers
- Utilizing Pre-tests to reteach complex content before summative assessment
- Providing additional resources for independent study (videos, study guides, teacher notes, web-based resources)

Alternate assessments may include, but are not limited to Project Based Learning, projects or presentations, or a common paper/pencil assessment or combination of any of these. Some example alternative assessment can include:

### **New England, Middle and Southern Colonies Flip Flap Foldable**

(Modified) Teacher-led activity in which document is read aloud to discover key aspects of family life, religion, economy, etc... in the New England, Middle and Southern colonies

Student-Centered activity in which students research to discover the similarities and differences in terms of family life, religion, economy, education and government in the New England, Middle and Southern colonies

### **Britain vs. the 13 Colonies Strengths and Weaknesses Matrix Activity**

(Modified) Teacher-led activity in which document is read aloud to find the key strengths and weaknesses of the British and Continental Armies at the start of the Revolutionary War

Student-Centered activity in which students find the key strengths and weaknesses of the British and Continental Armies at the start of the Revolutionary War; in groups, followed by class discussion, students use a sliding scale to rank the most significant strengths of weaknesses of both armies

### **Valley Forge: Would You Have Quit DBQ**

(Modified) Teacher-led activity in which the background essay is read aloud, highlight, annotated and summarized together. The background essay questions are answered as a class. The document set is shortened and read together and document analysis questions are answered as a class. Teacher-led class discussion if you would have quit or stayed

Background Reading Essay is read aloud, highlighted, annotated and summarized together. Background Essay Questions are answered independently then reviewed. The document set/analysis questions are read and answered in pairs. Student-led class discussion on if you would have quit or stayed. Students write a 5 paragraph DBQ essay arguing whether or not they would have quit or stayed with the Continental Army at Valley Forge

### **Declaration of Independence Analysis**

(Modified) Teacher-led activity to find (3) quotes that show grievances in the Declaration of Independence that relate to an event leading up the American Revolution and an impact the event/grievance had on the colonists

Student-Centered Activity to find 5 quotes that show grievances that colonists had with King George III in the Declaration of Independence that relate to an event or that law that was created to punish the colonists and how that event/law directly impacted the colonists. Students then research to make a modern-day connection relating a law/government action that has been protested in recent history to Colonial America protests

### **Bill of Rights Project**

(Modified) students are placed in teacher assigned groups to create a Google Slide presentation

outlining an amendment in the Bill of Rights to explain what it is and why it is important to our rights

Students create a skit/rap based on an amendment from the Bill of Rights to explain what their right protects and why the right is important to our rights. Students write a reflective essay to explain which amendment in the Bill of Rights they feel is most important based on the presentations and independent research

Online Resources:

Text to Speech: Natural Readers - <https://www.naturalreaders.com/>

Content Vocabulary: Academic Word Finder - <http://achievethecore.org/academic-word-finder/>

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Connect Students' Background Knowledge to Content in the ELL Classroom"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Social Studies Instruction to ELLs"

Social Studies Enrichment/Modifications Resources for **ELL Students**-

<https://www.colorincolorado.org/resource-topic/content-resources-social-studies> - "Using Graphic Organizers with ELLs"

- guided notes
- leveled readings
- modified assessments
- modified assignments
- student choice research projects
- task-based assessments
- test corrections

## **Unit Resources**

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**May include, but not be limited to:**

Online websites and resources:

1. Digital Public Library of America: Primary Source Sets - <https://dp.la/primary-source-sets>
2. NJ Amistad Commission Curricular Units - <http://www.njamistadcurriculum.net/history/units>
3. Digital History - <http://www.digitalhistory.uh.edu/>
4. Stanford History Education Group: Reading Like a Historian - <https://sheg.stanford.edu/rlh>
5. Stanford History Education Group: Beyond the Bubble - <https://beyondthebubble.stanford.edu/>
6. National Archives: Docs Teach - <https://www.docsteach.org/>
7. NJ Commission on Holocaust Education - <http://www.nj.gov/education/holocaust/curriculum/>
8. AP Central: United States History - [http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/232396.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/232396.html)
9. The Choices Program: The American Revolution: Experiences of Rebellion
10. Flocabulary The American Revolution, The Bill of Rights

#### Social Studies Databases:

1. ABC-Clio for Social Studies
2. Choices Program
3. Flocabulary

#### Student Response Systems:

1. Google Forms
2. Padlet

#### Primary Source Documents:

1. The DBQ Project Binders

#### Teacher Resource Kit:

1. Text Resources (Prentice Hall United States History, Boorstin & Kelley History of the United States)

**New Jersey Amistad Commission Interactive Curriculum - <http://www.njamistadcurriculum.net/>**

## **Interdisciplinary Connections**

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Please see attached interdisciplinary standards from literacy, math and technology linked throughout curriculum above.

|               |   |
|---------------|---|
| LA.RL.9-10.9  | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).  |
| LA.RI.9-10.1  | Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.   |
| LA.RI.9-10.2  | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.   |
| LA.RI.9-10.3  | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  |
| LA.RI.9-10.4  | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  |
| LA.RI.9-10.6  | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.  |
| LA.RI.9-10.7  | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.  |
| LA.RI.9-10.9  | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |
| LA.W.9-10.1   | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  |
| LA.W.9-10.1.A | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.   |
| LA.W.9-10.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.   |
| LA.W.9-10.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  |

|                  |  |
|------------------|--|
| LA.W.9-10.1.D    | 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.W.9-10.1.E    | Provide a concluding paragraph or section that supports the argument presented.  |
| LA.W.9-10.2.A    | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  |
| LA.W.9-10.2.B    | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  |
| LA.W.9-10.2.C    | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  |
| LA.W.9-10.2.D    | Use precise language and domain-specific vocabulary to manage the complexity of the topic.   |
| LA.W.9-10.2.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.W.9-10.2.F    | Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).   |
| LA.W.9-10.4      | 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.W.9-10.5      | Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.   |
| LA.W.9-10.6      | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.   |
| LA.9-10.W.9-10.1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. |