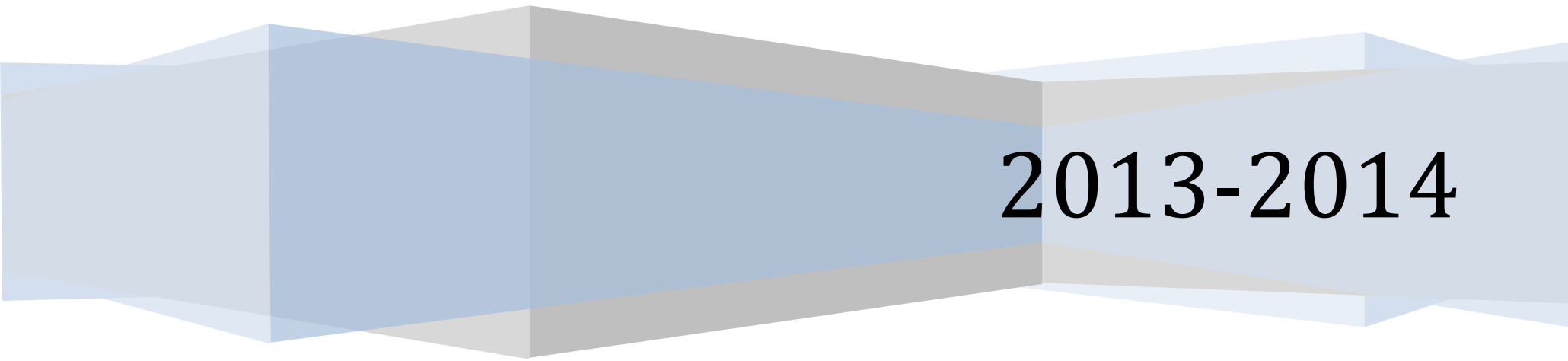


Montclair Public Schools

Social Studies

Curriculum Guide

US History I CSJ Honors Grade 10



2013-2014

Approved by the Montclair Board of Education
November 2012/Revised: September 2013

Montclair Public Schools
Center for Social Justice – CSJ United States History I Honors Unit: Marshall A.b

Subject	CSJ US History I H	Grade	10	Unit #	1	Pacing	10 weeks
Unit	Injustice in the colonies & seeds of compromise						
Overview							
<p>This unit will begin with a look at the arrival of Columbus to America and close with the causes of the American Revolution. Students will analyze early principles of democracy, explore justice in the colonies, and discuss ideologies that created the foundation for the writing of the Constitution. Students will be introduced to the peoples whose voices are not heard in the founding of the new world.</p> <p>Standard 6.3 is addressed in the Center for Social Justice Action Lab required for all CSJ students.</p> <p>Lexile 1100-1360</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge			
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.	1	Analyze how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	4			
6.1.12.A.1.b	Analyze how gender, property ownership, religion, and legal status affected political rights.	1 2 3 4 5	Define Gender. Interpret the meaning of ownership within the colonies. Interpret the meaning of religion within the colonies. Investigate political rights within the colonies according to region, race, gender, and class. Analyze how gender, property ownership, religion, and legal status affected political rights.	1 2 3 4			
6.1.12.B.1.a	Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.	6	Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.	2			
6.1.12.C.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	7	Analyze and explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	4			

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.	8	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.	2
6.1.12.D.1.a	Explain the consequences to Native American groups of the loss of their land and people.	9	Explain the consequences to Native American groups of the loss of their land and people.	3
6.1.12.A.2.a	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.	10	Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence.	4
6.1.12.A.2.b	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.	11	Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world.	4
6.1.12.A.2.c	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.	12	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.	2
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.	13 14 15 16 17 18	Define geographical regions. Identify political and economic regional differences. Define identity. Construct an American identity. Critique the concept of American identity. Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	1 1 1 3 4 4
6.1.12.C.2.a	Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.	19	Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering.	4

6.1.12.C.2.b	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.	20	Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation.	4
6.1.12.D.2.a	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	21	Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.	4
6.1.12.D.2.c	Relate events in Europe to the development of American trade and American foreign and domestic policies.	22	Relate events in Europe to the development of American trade and American foreign and domestic policies.	2
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.	23	Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations.	4
6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	24	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	2
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.	25	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.	2
6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.	26	Identify and summarize various rationales/arguments for slavery.	1 & 2
		27	Identify and summarize various rationales/arguments against slavery.	1 & 2
		28	Analyze the various rationales provided as a justification for slavery.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects	29	Define important	1
		30	vocabulary.	1
		31	Define politics, society, and economics.	4

	of history/social science.		Analyze vocabulary as related to politics, society, and economics.	
CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	32 33 34 35	Locate key points in a text. Analyze the key points. Analyze the structure of the text as related to the key points. Prove how the text uses key points to advance an explanation or analysis.	1 4 4 4
CCSS.ELA-Literacy.RH.9-10.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	36 37 38 39 40	Define primary source. Define secondary source. Summarize primary and secondary source. Analyze primary and secondary source. Connect textual evidence within the primary and secondary source, including date and origin of the information with your analysis.	1 1 2 4 4
CCSS.ELA-Literacy.RH.9-10.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	41	Define important events in a text. Construct those events into a chronology. Analyze the cause and effect of each event. Analyze whether the earlier events caused later ones or simply preceded them.	1 3 4 4
CCSS.ELA-Literacy.WHST.9-10.1	Write arguments focused on discipline-specific content.	42	Explain arguments focused on discipline-specific content.	4
CCSS.ELA-Literacy.WHST.9-10.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	43	Apply an objective perspective to historical writing.	4
CCSS.ELA-Literacy.WHST.9-10.2c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	44	Synthesize ideas using a variety of writing techniques.	4
CCSS.ELA-Literacy.WHST.9-10.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	45 46 47	Identify important vocabulary. Construct an essay appropriate for the audience. Explain the topic.	1 3 4

CCSS.ELA-Literacy.WHST.9-10.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	48	Apply an objective perspective to historical writing.	4
Big Ideas: Marshall A.c,				
<ol style="list-style-type: none"> The early English, French, and Spanish settlers hoped America would provide religious freedom, opportunity for religious missionary work, and economic opportunity. As a farming nation people could own and farm land, and move up the economic ladder. Distance from the mother country gave early immigrants a chance to start a new life without the burden of a king. The distance between Europe and America was such that the ruling countries of Europe could not intervene in daily life or eventually in politics. American colonists soon became reliant upon new laws and “American” equality that promoted a sense of community and democratic principles. This self-reliance foreshadowed the start of the American Revolution. While the principles of democracy were being sewn in the New World they still only applied to white Anglo-Saxon Protestant men. Slavery was a tragic practice in the Old World that also made men rich in the colonies and created a new economic system rooted in racism. 				
Essential Questions; Marshall A.c, C.c				
<ol style="list-style-type: none"> Why did the English, French, and the Spanish colonists choose to settle in America? How did the distance between America’s earliest immigrants and their homeland cultivate independence and foster early democratic ideals? Why were African brought to the New World and forced to work as slaves? 				
Assessments: Marshall A.d, D.c				
<ol style="list-style-type: none"> Common Benchmark as per district schedule Formal and informal formative and summative assessments as determined by the teacher 				
Key Vocabulary				
<ul style="list-style-type: none"> Mercantilism Democracy Republic Social contract Slavery Indentured servants 				
Suggested Resources (CCSS Exemplar Texts in Bold)				
A People’s History of the United States By Howard Zinn Chapters 1-4 – Lexile 1360 America Pathways to the Present – Lexile 1100 http://www.digitalhistory.uh.edu/ http://www.gilderlehrman.org http://www.historyisaweapon.com/ www.lexile.com The Amistad Commission				

DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 • Wilson Reading

CROSS CURRICULAR RESOURCES

The Amistad Commission's Literacy components <http://njamistadcurriculum.net/history/commoncore/literature>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion

Grades 9-12

Smart Board Applications

Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others. Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.

Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

Grades 9-10 Students

Use **technology**, including the Internet, to produce, publish, 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

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Subject	CSJ US History I H	Grade	10	Unit	2	Pacing	10 weeks
Unit	Defining the New Republic: Progressive or Conservative						
Overview							
<p>This unit will look at the end of the American Revolution as well as the creation of the Articles of Confederation and its subsequent failure. Students will explore the various compromises that went into creating the Constitution and the challenges faced by Presidents George Washington through James Madison. While the Constitution was written as law for all Americans, many Americans were left out. Students will analyze the shortcomings of the Constitution when promoting equality and democracy while allowing slavery to exist and thrive.</p> <p>Standard 6.3 is addressed in the Center for Social Justice Action Lab required for all CSJ students.</p> <p>Lexile 1050-1335</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives			Depth of Knowledge	
6.1.12.A.2.d	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	1	Define Federalist.			1	
		2	Define Anti-Federalist.			1	
		3	Summarize both arguments.			2	
		4	Define ratification.			1	
		5	Explain the ratification debates.			2	
		6	Apply the ratification debates to the Hamilton vs. Jefferson debate in Washington's first term.			4	
		7	Explain Constitutional rights today.			2	
		8	Define the liberal perspective on government today.			1	
		9	Define the conservative perspective on government today.			1	
		10	Critique the role of the government today from the liberal perspective and from the conservative perspective.			4	
		11	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.			4	
6.1.12.A.2.e	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.	12	Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today.			3	
6.1.12.A.2.f	Examine the emergence of early political parties and their views on centralized government and foreign	13	Examine the emergence of early political parties and their views on centralized			3	

	affairs, and compare these positions with those of today's political parties.		government and foreign affairs, and compare these positions with those of today's political parties.	
6.1.12.B.2.b	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	14	Evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	4
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.	15	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.	2
6.1.12.A.3.c	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	16	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	4
6.1.12.C.3.a	Assess the role of geopolitics in the development of American foreign relations during this period.	17	Assess the role of geopolitics in the development of American foreign relations during this period.	4
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.	18	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.	2
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	19	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	3
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.	20	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.	2
6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.	21	Identify and summarize various rationales/arguments for slavery at the Constitutional Convention.	2
		22	Identify and summarize various rationales/arguments against slavery at the	4

		23	Constitutional Convention. Analyze the various rationales provided as a justification for slavery at the Constitutional Convention.	4
		24	Analyze how the Constitution utilized compromise to further justify the existence of slavery in America.	4
		25	Critique that compromise.	4
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.	26	Define ideal.	1
		27	Identify American ideals in the Constitution.	1
		28	Summarize due process, rule of law, individual rights, and other American ideals written in the Constitution.	2
		29	Construct examples of American ideals that have been denied to African Americans, women, Native Americans, the poor and others.	3
		30	Analyze 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.	4
6.1.12.D.2.e	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	31	Determine the impact of African American leaders and institutions in shaping free Black communities in the North.	2
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	32	Define primary source.	1
		33	Define secondary source.	1
		34	Summarize primary and secondary source.	2
		35	Define key events and ideas within the text.	1
		36	Summarize how those events develop over the course of the text.	2
CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of	37	Define important vocabulary.	1
		38	Define politics, society, and economics.	2
		39	Analyze vocabulary as related	

	history/social science.		to politics, society, and economics.	4
CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	40	Summarize the topic the authors are writing about.	2
		41	Compare their viewpoints on the topic.	2
		42	Differentiate between the authors based on details they include and emphasize.	3
CCSS.ELA-Literacy.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.	43	Summarize the text.	2
		44	Formulate the author's claims.	3
		45	Analyze the extent to which the reasoning and evidence in a text support the author's claims.	4
CCSS.ELA-Literacy.WHST.9-10.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	46	Critique and compare historical events.	3
CCSS.ELA-Literacy.WHST.9-10.2a	Introduce a topic and organize 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.	47	Synthesize information using a variety of sources.	4
CCSS.ELA-Literacy.WHST.9-10.2b	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.	48	Identify a topic.	1
		49	Analyze the topic using a variety of sources.	4
		50	Explain the topic appropriate to the audience's knowledge of the topic.	4
CCSS.ELA-Literacy.WHST.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	51	Explain the topic in a clear and coherent way.	4
CCSS.ELA-Literacy.WHST.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	52	Critique writing and edit accordingly.	4
		53	Evaluate what is most important.	4
		54	Create a revised essay.	4

Big Ideas: Marshall A.c
<ol style="list-style-type: none"> 1. While the American Revolution brought about political and economic change, it did little to expand the rights of the lower classes and minorities. 2. There were opportunities to grant large amounts of freedoms to large groups of people, but the Constitution granted rights to a select few. Because of the way the Constitution was designed, as a living document, the opportunity for slow change was provided and utilized later by those not represented. 3. For leaders in the American government slavery was an economic tool. Racism became a foundation of the American economy.
Essential Questions: Marshall A.c, C.c
<ol style="list-style-type: none"> 1. Was the American Revolution truly revolutionary? 2. Was the Constitution truly a progressive document or an exercise in conservatism? 3. How did the American government explain slavery while promoting a new government based on equality?
Assessments: Marshall A.d, D.c
<ol style="list-style-type: none"> 1. Common Benchmark as per district schedule 2. Formal and informal formative and summative assessments as determined by the teacher
Key Vocabulary
<ul style="list-style-type: none"> • Federalist • Antifederalist • Ratification • Strict-constructionist • Loose-constructionist • geopolitics
Suggested Resources (CCSS Exemplar Texts in Bold)
<p>A People's History of the United States By Howard Zinn Chapters 1-4 – Lexile 1360</p> <p>America Pathways to the Present – Lexile 1100</p> <p>http://www.digitalhistory.uh.edu/</p> <p>http://www.gilderlehrman.org</p> <p>http://www.historyisaweapon.com/</p> <p>Amistad curriculum http://njamistadcurriculum.org/</p> <p>www.lexil.com</p>

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 • Wilson Reading
CROSS CURRICULAR RESOURCES		
The Amistad Commission's Literacy components http://njamistadcurriculum.net/history/commoncore/literature		
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm		
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY		
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	
Technology Infusion		
Grades 9-12 Smart Board Applications Use technology , including the Internet, to produce and publish writing and to interact and collaborate with others Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience Grades 9-10 Students Use technology , including the Internet, to produce, publish, 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
Gather relevant information from multiple authoritative print and **digital** sources, using advanced searches effectively;
assess the usefulness of each source in answering the research question; integrate information into the text selectively to
maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Subject	CSJ US History I H	Grade	10	Unit	3	Pacing	10 weeks
Unit	American Imperialism						
Overview							
<p>This unit will cover The Era of Good Feeling (1816-1824) through the presidency of James K. Polk (1844). As the United States is now an independent nation it begins to expand its borders without regard for the native populations. With expansion come questions that students will explore: Will slavery be allowed in the new territories? How will the new territories become economically successful? Is expansion constitutional? Who makes important decisions, the states or the federal government? What was the role of social reform in antebellum America?</p> <p>Standard 6.3 is addressed in the Center for Social Justice Action Lab required for all CSJ students.</p> <p>Lexile 1050-1335</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives	Depth of Knowledge			
6.1.12.A.3.a	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.	1	Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.	4			
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.	2	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.	2			
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.	3	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.	2			
6.1.12.A.3.c	Assess the role of geopolitics in the development of American foreign relations during this period.	4	Assess the role of geopolitics in the development of American foreign relations during this period.	4			
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	5	Define fair.	3			
		6	List and summarize government treaties, policies, and actions that resulted in Native American migration and removal.	2			
		7	Analyze the effects that migration and forced	4			

		8	removal had on Native Americans.	4
		9	Analyze the effects of Native American migration on the American political system, economy, and society.	4
			Analyze the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	4
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.	10	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.	2
6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.	11	Analyze the various rationales provided as a justification for slavery.	4
6.1.12.A.3.i	Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.	12	Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.	2
6.1.12.B.3.a	Assess the impact of Western settlement on the expansion of United States political boundaries.	13	Assess the impact of Western settlement on the expansion of United States political boundaries.	4
6.1.12.D.3.a	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.	14	Define expansion.	1
		15	Investigate opportunities afforded to those who benefitted from expansion, i.e. slave owners, white wealthy men, and politicians.	3
		16	Formulate reasons as to why some faced hardships as a result of expansion, i.e. Native Americans and African Americans.	3
		17	Analyze how expansion created opportunities for some and hardships for others by considering multiple perspectives.	4
6.1.12.D.3.e	Determine the impact of religious and social movements on the development of American culture, literature, and art.	18	List religious movements of the era.	1
		19	List social movement of the era.	1
		20	Summarize cultural developments of the era.	2

		21	Summarize literature of the era.	2
		22	Interpret art of the era.	2
		23	Explain how American culture, literature, and art reflect the era.	2
		24	Assess the impact of religious and social movements on the development of American culture, literature, and art.	4
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.	25	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	26	Locate key points in a text.	1
		27	Analyze the key points.	4
		28	Analyze the structure of the text as related to the key points.	4
		29	Prove how the text uses key points to advance an explanation or analysis.	4
CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	30	Define important vocabulary.	1
		31	Define politics, society, and economics.	2
		32	Analyze vocabulary as related to politics, society, and economics.	4
CCSS.ELA-Literacy.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	33	Define quantitative analysis.	1
		34	Define qualitative analysis. Summarize and analyze both the quantitative and qualitative data.	1 2
		35	Synthesize the relationship between the quantitative and qualitative data.	4
CCSS.ELA-Literacy.RH.9-10.9	Compare and contrast treatments of the same topic in several primary and secondary sources.	36	Summarize primary and secondary sources.	2
		37	Compare and contrast the topics in primary and secondary sources.	2

CCSS.ELA-Literacy.WHST.9-10.1a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.	38 39 40	Identify claim. Explain opposing claim. Analyze the relationship between claims, counterclaims, reasons, and evidence.	1 3 4
CCSS.ELA-Literacy.WHST.9-10.1b	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	41 42 42 43	Identify claims. Construct counterclaims. Analyze claims and counterclaims using data. Critique the limitations of both claims and counterclaims.	1 3 4 4
CCSS.ELA-Literacy.WHST.9-10.2f	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	44	Apply concluding statement that supports information presented.	4
CCSS.ELA-Literacy.WHST.9-10.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	45 46 47	Identify relevant information from a variety of sources. Assess the usefulness of sources. Connect information to maintain flow of ideas.	1 4 4
CCSS.ELA-Literacy.WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.	48	Interpret text to support analysis, reflection, and research.	2

Big Ideas: Marshall A.c

1. Economics in the new territories became rooted in the question of slavery. If the territories allow slavery, and slave states increase in number, so does their representation in Congress. With more representatives from slave states there was a greater chance slavery would be preserved.
2. In antebellum America women did not have the right to vote, children worked long hours, men drank, education was not compulsory, the prison systems were ruthless, and those dealing with psychological issues were not cared for properly. Social reform was necessary during this period of growth and change.
3. Once the United States became independent it was important to be seen as a powerful country to other powerful European countries. Like the colonial powers of Europe, the United States embarked on ventures to gain land, power, and prestige regardless of how it was done or who got hurt.

Essential Questions: Marshall A.c, C.c

1. How will the new territories become economically successful?
2. Was social reform necessary in antebellum America?
3. Why did the United States embark on imperialist ventures?

Assessments: Marshall A.d, D.c

1. Formal and informal formative and summative assessments as determined by the teacher
2. Common Benchmark as per district schedule

Key Vocabulary

- Manifest destiny

- Imperialism
- Antebellum
- Nullification
- Abolition
- temperance

Suggested Resources (CCSS Exemplar Texts in Bold)

A People's History of the United States By Howard Zinn Chapters 1-4 – Lexile 1360

America Pathways to the Present – Lexile 1100

<http://www.digitalhistory.uh.edu/>

<http://www.gilderlehrman.org>

<http://www.historyisaweapon.com/>

Amistad curriculum <http://njamistadcurriculum.org/>

www.lexil.com

DIFFERENTIATION

Special Education	ELL	RtI
<ul style="list-style-type: none"> Modifications & accommodations as listed in the student's IEP Assign a peer to help keep student on task Modified or reduced assignments Reduce length of assignment for different mode of delivery Increase one to one time Working contract between you and student at risk Prioritize tasks Think in concrete terms and provide hands on tasks Position student near helping peer or have quick access to teacher Anticipate where needs will be Break tests down in smaller increments NJDOE resources 	<ul style="list-style-type: none"> Strategy groups Teacher conferences Graphic organizers Modification plan NJDOE resources Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> Tiered Interventions following RtI framework RtI Intervention Bank NJDOE resources Read 180 System 44 Wilson Reading

CROSS CURRICULAR RESOURCES

The Amistad Commission's Literacy components <http://njamistadcurriculum.net/history/commoncore/literature>

Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion

Grades 9-12
 Smart Board Applications
 Use **technology**, including the Internet, to produce and publish writing and to interact and collaborate with others
 Gather relevant information from multiple print and **digital** sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
 Make strategic use of **digital** media and visual displays of data to express information and enhance understanding of presentations.
 Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including **digital** sources) written for a broad audience

Grades 9-10 Students
 Use **technology**, including the Internet, to produce, publish, 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
Gather relevant information from multiple authoritative print and **digital** sources, using advanced searches effectively;
assess the usefulness of each source in answering the research question; integrate information into the text selectively to
maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

Subject	CSJ US History I H	Grade	10	Unit	4	Pacing	10 weeks
Unit	Collapse of Slavery & the Rebuilding of America						
Overview							
<p>This final unit will cover the causes of the Civil War, the Civil War, Reconstruction, and the early Gilded Age. Once the boundaries are settled as country, the issue of slavery becomes forefront. It is rooted in everything that the South upholds, i.e. economy, culture, class, and political decision making. The argument the South makes for secession is rooted in slavery but is veiled in talk of the principle of states' rights. The election of Lincoln prompts secession and tears the country apart. Reconstruction deals with how well the country put the pieces back together. The early Gilded Age explores the concepts and themes that Reconstruction attempted to repair.</p> <p>Standard 6.3 is addressed in the Center for Social Justice Action Lab required for all CSJ students.</p> <p>Lexile 1050-1335</p>							
Standard #	NJCCCS	SLO #	Student Learning Objectives			Depth of Knowledge	
6.1.12.A.3.e	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.	1	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.			3	
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.	2	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.			2	
6.1.12.A.3.h	Analyze the various rationales provided as a justification for slavery.	3	Analyze the various rationales provided as a justification for slavery.			4	
6.1.12.A.4.b	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.	4	Summarize key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address).			2	
		5	Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolution, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.			4	

6.1.12.C.3.b	Relate the wealth of natural resources to the economic development of the United States and to the equality of life of individuals.	6	Relate the wealth of natural resources to the economic development of the United States and to the equality of life of individuals.	2
6.1.12.D.3.b	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	7	Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.	3
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).	8	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).	4
6.1.12.D.3.d	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.	9	Analyze the role education played in improving economic opportunities and in the development of responsible citizens.	4
6.1.12.A.4.a	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	10	Determine and interpret the following perspectives in antebellum America: pro-slavery South, abolitionists, unionists, and states' rights advocates.	2
		11	Compare and contrast the economies of the North and the South.	3
		12	List and summarize government actions prior to the Civil War, i.e. Fugitive Slave Act, Dred Scott, major presidential elections, etc.	2
		13	Critique government action/inaction prior to the Civil War.	3
		14	Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	4
6.1.12.A.4.c	Evaluate how political and military leadership affected the outcome of the Civil War.	15	Evaluate how political and military leadership affected the outcome of the Civil War.	4

6.1.12.A.4.d	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	16	Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.	3
6.1.12.B.4.a	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.	17	Use maps and primary sources to assess the impact that geography, improved military strategies, and new modes of transportation had on the outcome of the Civil War.	4
6.1.12.B.4.b	Analyze the impact of population shifts and migration patterns during the Reconstruction period.	18	Analyze the impact of population shifts and migration patterns during the Reconstruction period.	4
6.1.12.C.4.a	Assess the role that economics played in enabling the North and South to wage war.	19	Assess the role that economics played in enabling the North and South to wage war.	4
6.1.12.C.4.b	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	20	Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South.	2
6.1.12.C.4.c	Explain why the Civil War was more costly to America than previous conflicts were.	21	Explain why the Civil War was more costly to America than previous conflicts were.	3
6.1.12.D.4.a	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.	22	Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.	2
6.1.12.D.4.b	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.	23	Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.	2
6.1.12.D.4.c	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.	24	Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.	4
6.1.12.D.4.d	Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	25	Identify and investigate political, economic, and social perspectives on Reconstruction from the South and the North.	3
		26	Synthesize conflicting political, economic, social,	4

			and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.	
6.1.12.D.4.e	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	27	Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.	4
6.1.12.B.5.a	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	28	Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations.	3
6.1.12.C.5.b	Compare and contrast economic development of the North, South, and West in the post-Civil War period.	29	Compare and contrast economic development of the North, South, and West in the post-Civil War period.	2
6.1.12.D.5.a	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.	30	Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period.	4
6.1.12.D.5.c	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	31	Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.	4
Standard #	CCSS ELA Standard	SLO #	Student Learning Objectives	Depth of Knowledge
CCSS.ELA-Literacy.RH.9-10.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	32	Define important vocabulary.	1
		33	Define politics, society, and economics.	1
		34	Analyze vocabulary as related to politics, society, and economics.	4
CCSS.ELA-Literacy.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	35	Locate key points in a text.	1
		36	Analyze the key points.	4
		37	Analyze the structure of the text as related to the key points.	4
		38	Prove how the text uses key	4

			points to advance an explanation or analysis.	
CCSS.ELA-Literacy.RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	39	Summarize the topic the authors are writing about.	2
		40	Compare their viewpoints on the topic.	2
		41	Differentiate between the authors based on details they include and emphasize.	3
CCSS.ELA-Literacy.RH.9-10.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	42	Define primary source.	1
		43	Define secondary source.	1
		44	Summarize primary and secondary source.	2
		45	Define key events and ideas within the text.	1
		46	Summarize how those events develop over the course of the text.	2
CCSS.ELA-Literacy.RH.9-10.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	47	List important vocabulary.	1
		48	Locate and summarize main points and key events.	1
		49	Summarize information.	2
		50	Interpret author’s claims.	4
			Analyze text from various points of view using quantitative and qualitative data.	
CCSS.ELA-Literacy.WHST.9-10.1c	Use words, phrases, and 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.	51	Identify words, phrases, and clauses that link major sections of the text, and clarify the relationships between claims and reasons, and between claims and counterclaims.	2
		52	Explain and critique words, phrases, and clauses in writing to create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	4
CCSS.ELA-Literacy.WHST.9-10.1e	Provide a concluding statement or section that follows from or supports the argument presented.	53	Design a concluding statement or section that supports the argument.	4
CCSS.ELA-Literacy.WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and	54	Construct an essay using a variety of sources.	3

	dynamically.			
CCSS.ELA-Literacy.WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	55 56 57	Examine a topic. Construct an essay that solves a problem. Synthesize multiple sources on the subject.	1 3 4
CCSS.ELA-Literacy.WHST.9-10.10	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	58	Assess topics routinely over a period of time for a range of purposes.	4
Big Ideas: Marshall A.c				
<ol style="list-style-type: none"> 1. Although widely debated, slavery was ultimately the cause of the Civil War, for economic, political, and social reasons. Slavery allowed agriculture to thrive on cheap labor, states' power was maintained, and socially slavery allowed poor white workers to maintain a sense of superiority. 2. After the Civil War the federal government had truly defined its role as a governing body and it quieted states' rights advocates. 3. There were periods during Reconstruction where African Americans had tremendous gains in equality through the 13th, 14th, and 15th amendments. The federal government forcing implementation of those amendments in the South paved the way for the Civil Rights movement of the 20th century. However, the gains for African Americans were quickly restricted after the removal of federal troops in 1876. 				
Essential Questions: Marshall A.c, C.c				
<ol style="list-style-type: none"> 1. What was the cause of the Civil War? 2. What is the role of the federal government after the Civil War? 3. How successful was Reconstruction? 				
Assessments: Marshall A.d, D.c				
<ol style="list-style-type: none"> 1. Formal and informal formative and summative assessments as determined by the teacher 2. Common Benchmark as per district schedule 				
Key Vocabulary				
<ul style="list-style-type: none"> • Sectionalism • Emancipation • States' rights • Reconstruction • Gilded • Secession 				
Suggested Resources (CCSS Exemplar Texts in Bold)				
A People's History of the United States By Howard Zinn Chapters 1-4 – Lexile 1360 America Pathways to the Present – Lexile 1100 http://www.digitalhistory.uh.edu/ http://www.gilderlehrman.org http://www.historyisaweapon.com/ Amistad curriculum http://njamistadcurriculum.org/ www.lexil.com				

DIFFERENTIATION		
Special Education	ELL	RtI
<ul style="list-style-type: none"> • Modifications & accommodations as listed in the student's IEP • Assign a peer to help keep student on task • Modified or reduced assignments • Reduce length of assignment for different mode of delivery • Increase one to one time • Working contract between you and student at risk • Prioritize tasks • Think in concrete terms and provide hands on tasks • Position student near helping peer or have quick access to teacher • Anticipate where needs will be • Break tests down in smaller increments • NJDOE resources 	<ul style="list-style-type: none"> • Strategy groups • Teacher conferences • Graphic organizers • Modification plan • NJDOE resources • Adapt a Strategy-Adjusting strategies for ESL students: http://www.teachersfirst.com/content/esl/adaptstrat.cfm 	<ul style="list-style-type: none"> • Tiered Interventions following RtI framework • RtI Intervention Bank • NJDOE resources • Read 180 • System 44 • Wilson Reading
CROSS CURRICULAR RESOURCES		
The Amistad Commission's Literacy components http://njamistadcurriculum.net/history/commoncore/literature		
Lessons focused on Language: http://www.fcrr.org/studentactivities/language_k1.htm		
ALIGNMENT TO 21 st CENTURY SKILLS AND TECHNOLOGY		
21 st Century/ Interdisciplinary Themes: Bold all that apply	21 st Century Skills: Bold all that apply	
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills	
Technology Infusion		
Grades 9-12 Smart Board Applications Use technology , including the Internet, to produce and publish writing and to interact and collaborate with others Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience Grades 9-10 Students Use technology , including the Internet, to produce, publish, 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
Gather relevant information from multiple authoritative print and **digital** sources, using advanced searches effectively;
assess the usefulness of each source in answering the research question; integrate information into the text selectively to
maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or **digital** text.

Evidence of Student Learning

- Common benchmark
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Students' published pieces
- Unit tests/Projects
- Quizzes

