

Winslow Township School District

United States History 1

Unit 1: Colonization & the American Revolution (1585-1783)

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

Overview	Performance Expectations	Unit Focus	Essential Questions
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<p><u>Unit 1</u></p> <p><i>Colonization & the American Revolution (1585-1783)</i></p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPI.1.a • 6.1.12.CivicsPD.1.a • 6.1.12.GeoGI.1.a • 6.1.12.EconGE.1.a • 6.1.12.HistoryCC.1.a • 6.1.12.CivicsPI.2.a • 6.1.12.HistoryCC.2.b • 6.1.12.HistoryUP.2.a • 6.2.12.GeoPP.2.a • WIDA 1, 5 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government • Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government. • Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources). • Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. • Assess the impact of the interactions and conflicts between native groups and North American settlers. Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution. • Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights). 	<ul style="list-style-type: none"> • What “push” and “pull” factors motivated the earliest colonists to risk their lives and fortunes in North America? • What ethnic, religious, economic, and geographic factors combined to produce the surprising diversity of Great Britain’s North American colonies? • To what extent did a collection of essentially independent colonies find unity in their opposition to Great Britain’s colonial policies? • What fortuitous combination of circumstances and decisions produced an American victory in the Revolutionary War?
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		<ul style="list-style-type: none">• Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.• Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	
<i>Unit 1: Enduring Understandings</i>	<ul style="list-style-type: none">• Americans strive vigorously for freedom.• America’s diversity has proven a source of strength.• The appropriate apportionment of political power between the states and the national government is a point of perpetual contention.• The degree of self-governance afforded the individual has continuously expanded• Coordinated action by groups or individuals can effect change in social relationships, economic practices, and government policy.		

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Curriculum Unit 1	Performance Expectations		Pacing	
			Days	Unit Days
Unit 1: Colonization & the American Revolution (1585-1783)	6.1.12.CivicsPI.1.a:	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	1	15
	6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government	2	
	6.1.12.GeoGI.1.a	Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources)	1	
	6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.	2	
	6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers	1	
	6.1.12.CivicsPI.2.a	Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey’s 1776 constitution and the United States Constitution.	1	
	6.1.12.HistoryCC.2.b	Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).	2	
	6.1.12.HistoryUP.2.a	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.	2	
	6.2.12.GeoPP.2.a	Analyze how the United States has attempted to account for regional differences while also striving to create an American identity.	1	
		Assessment, Re-teach and Extension	2	

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Unit 1 Grade 10	
Core Ideas	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	6.1.12.CivicsPI.1.a: Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.	6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	6.1.12.GeoGI.1.a: Explain how geographic variations impacted economic development in the New World, and its role in promoting trade with global markets (e.g., climate, soil conditions, other natural resources).
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.1.12.EconGE.1.a: Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.1.12.HistoryCC.1.a: Assess the impact of the interactions and conflicts between native groups and North American settlers.
Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.	6.1.12.CivicsPI.2.a: Prepare and articulate a point of view about the importance of individual rights, separation of powers, and governmental structure in New Jersey's 1776 constitution and the United States Constitution.

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Chronological sequencing serves as a tool for analyzing past and present events.	6.1.12.HistoryCC.2.b: Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).
To better understand the historical perspective, one must consider historical context	6.1.12.HistoryUP.2.a: Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.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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Unit 1 Grade 10	
Assessment Plan	
<ul style="list-style-type: none"> • Multiple Choice Quizzes and Tests • Essay and Short Answer Tests • Illustrated and Annotated Timeline of the events leading to the American Revolution 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Create a “colorful” and “attractive” colonial web site c. 1750. Each site should be designed to be informative and attract potential settlers. • Essay - Pretending you are the British prime minister, draft a letter to King George III explaining the findings of a parliamentary committee charged with investigating the primary reasons for Great Britain’s defeat in America. Remember: His majesty is a bright fellow with a keen interest in detail. Therefore citing specific examples, identify what you consider to be the committee’s three most important findings. Conclude the letter with a suggestion or two as to how his majesty should deal with the United States from this point (1781) forward.
Resources	Activities
<ul style="list-style-type: none"> • HMH American History 2018 • NJ Amistad Commission Interactive Curriculum • NJ Commission on Holocaust Education • Diversity, Equity & Inclusion Educational Resources. https://www.nj.gov/education/standards/dei/ 	<p>Comparative analysis of the three major colonial regions</p> <p>Amistad, African Americans during Colonial Times http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/lesson_plan/4229/300</p> <p>http://www.njamistadcurriculum.net/history/unit/establishment-new-nation/lesson_plan/4229/301</p> <p>Native American Genocide https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file2.pdf</p>

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Instructional Best Practices and Exemplars

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills

9.1.12.EG.5: Relate a country’s economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities

9.4.12.CI.1. Demonstrate the ability to reflect, analyze, and use creative skills and ideas.

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.

Additional opportunities to address 9.1, 9.2 & 9.4:

Philadelphia Mint

<https://www.usmint.gov/learn/kids/resources/educational-standards>

Different ways to teach Financial Literacy.

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 9-12 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening <input type="checkbox"/> Speaking<input type="checkbox"/> Reading <input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>Students will be provided with accommodations and modifications that may include:</p> <ul style="list-style-type: none">• Assist with organization• Use of computer• Emphasize/highlight key concepts• Teacher Modeling• Peer Modeling• Label Classroom Materials - Word Walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.</p> <ul style="list-style-type: none">• Students can complete extended research outside of the classroom• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Project Based Learning• Real world scenarios• Student Driven Instruction• Gifted Programming Standards• Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy• REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections

CCSS.ELA Standards

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.

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.

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.

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.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or 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.

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.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

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.

Integration of Computer Science and Design Thinking NJSLS 8

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.