

Winslow Township School District
United States History 1
Unit 2: The New Nation (1754–1820s)

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Overview: 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.

Overview	Performance Expectations	Unit Focus	Essential Questions
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<p><u>Unit 2</u></p> <p><i>The New Nation (1754–1820s)</i></p>	<ul style="list-style-type: none"> • 6.1.12.CivicsPI.2.a • 6.1.12.CivicsPI.2.b • 6.1.12.CivicsPD.2.a • 6.1.12.CivicsPR.2.a • 6.1.12.GeoPP.2.b • 6.1.12.EconEM.2.a • 6.1.12.EconEM.2.b • 6.1.12.EconEM.2.c • 6.1.12.HistoryCC.2.a • WIDA 1, 5 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • 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. • Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance. • Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today. • 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. • Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery • Explain how the United States economy emerged from British mercantilism. • Assess the effectiveness of the new state and national governments attempts to respond to economic 	<ul style="list-style-type: none"> • To what extent were the Articles of Confederation reflective of the political beliefs of the Revolutionary Era? • To what extent was the U.S. Constitution a conservative response to the “excesses” of the more democratic state governments? • In what unanticipated ways did the American political system take shape under the U.S. Constitution? • To what extent could the transfer of power from the Federalists to the Democratic-Republicans be considered a “revolution”?
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		<p>challenges including domestic (e.g., inflation, debt) and foreign trade policy issues. Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.</p> <ul style="list-style-type: none"> • Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies. • Discuss the political, economic, and expansionary issues associated with the War of 1812. • Analyze American territorial expansion for the period of 1783-1820, including but not limited to Lewis and Clark. • Analyze and evaluate the consequences of the Monroe Doctrine and Missouri Compromise 	
<i>Unit 2: Enduring Understandings</i>	<ul style="list-style-type: none"> • In the absence of crisis, unity is difficult to maintain. • 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. Commercial political and economic interests often run counter to the interests of agriculture. 		

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Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
Unit 2: The New Nation (1754–1820s)	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.	2	35
	6.1.12.CivicsPD.2.a	Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.	6	
	6.1.12.CivicsPR.2.a	Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.	5	
	6.1.12.CivicsPI.2.b	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.	5	
	6.1.12.GeoPP.2.b	Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.	4	
	6.1.12.EconEM.2.a	Explain how the United States economy emerged from British mercantilism.	3	
	6.1.12.EconEM.2.b	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.	3	
	6.1.12.EconEM.2.c	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	3	

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	6.1.12.HistoryCC.2.a	Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.	2	
	Assessment, Re-teach and Extension		2	

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Unit 2 Grade 10	
Core Ideas	Performance Expectations
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.
Civic deliberation requires civic dispositions, attentiveness to multiple perspectives, and understanding diverse perspectives.	6.1.12.CivicsPD.2.a: Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates and assess their continuing relevance.
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	6.1.12.CivicsPR.2.a: Use primary sources to explain how judicial review made the Supreme Court an influential branch of government and construct an argument regarding the continuing impact of the Supreme Court today.
Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.	6.1.12.CivicsPI.2.b: 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
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.1.12.GeoPP.2.b: Use multiple sources to evaluate the effectiveness of the Northwest Ordinance in resolving disputes over Western lands and the expansion of slavery.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies	6.1.12.EconEM.2.a: Explain how the United States economy emerged from British mercantilism.

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that increase or reduce production possibilities	
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities	6.1.12.EconEM.2.b: 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.
Resources impact what is produced and employment opportunities.	6.1.12.EconEM.2.c: Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
Chronological sequencing serves as a tool for analyzing past and present events.	6.1.12.HistoryCC.2.a: Create a timeline that relates events in Europe to the development of American trade and American foreign and domestic policies.

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Unit 2 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"> • Essay - What benefits did Alexander Hamilton feel would be gained by the creation of a national bank? Why did he feel that Congress had the authority to create such a financial Institution? What were Thomas Jefferson’s constitutional objections to Hamilton’s bank? Finally, what did Jefferson feel was Hamilton’s true objectives?
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>Essay - The political disputes and partisanship of the 1790s were similar to the domestic disputes in our own era. How do you think the two giants of the party wars, Alexander Hamilton and Thomas Jefferson, would analyze recent events? In a well-developed essay, citing specific positions and opinions, explain how you think Mr. Hamilton and Mr. Jefferson would feel about current events. (Things to consider: The Wall St. meltdown and reversal, stock/accounting swindles, government bailouts, the election of Barack Obama, the War in Iraq, the War on Terror, current issues of racism and the social justice movement, America’s overall wealth and power, our rapidly expanding national debt) You need to discuss at least three topics and the opinions of Mr. Hamilton and Mr. Jefferson must reflect their established historical positions.</p> <p>Amistad http://www.njamistadcurriculum.net/history/unit/constitution-continental-congress/lesson_plan/4239/304 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

9.4.12.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.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- 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.