

**Englewood Public Schools**  
**United States History I**  
**High School**  
**Second Marking Period**

**Unit II – America from 1789-1855**

**Overview:** In this unit, students will explore the beginnings of the new American nation by considering the cultural, social, and religious changes that took place during the period. They will complete lessons and activities that further their knowledge of American culture and history while developing their writing and critical thinking skills.

**Time Frame:** 35 to 45 Days

**Enduring Understandings:**

*Americans became sharply divided in the 1790s over whether order or liberty was more important.*

*With the election of 1800, Americans peacefully accomplished the nation's first transfer of power from one party to another.*

*President Jefferson sought to reduce the power of the federal government, but he also demonstrated the government's power when he bought new lands and restricted foreign trade.*

*As the United States continued to expand into Native American lands, Indians responded in various ways, ranging from acceptance to war.*

*A small but committed antislavery movement arose in the early- to mid-1800s. Leaders, both blacks and whites, used a variety of tactics to combat slavery, facing great dangers in their struggle.*

*The women's rights movement of the 1840s created new opportunities for women in American society.*

**Essential Questions:**

*How did foreign policy issues divide Americans?*

*What issues led to the emergence of political parties?*

*How did Jefferson reduce the power of the national government?*

*What led to war between the United States and Native Americans in the Old Northwest?*

*In what different ways did Native American leaders react to United States expansion?*

*Why did war break out with Britain in 1812?*

*How did the Industrial Revolution begin and spread in the United States, and what was its impact?*

*How did the antislavery movement arise and grow?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><b>6.1.12.A.2.f</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.</p> <p><b>6.1.12.A.3.a</b> Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.</p> <p><b>6.1.12.A.3.c</b> Assess the role of geopolitics in the development of American foreign relations during this period.</p> <p><b>RH.9-10.1.</b> Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.</p> <p><b>RH.9-10.2.</b> Determine the theme, central ideas, key information and/or</p>	<p><b>Topics</b></p> <p>Liberty Versus Order in the 1790s</p> <p>The Election of 1800</p> <p>The Jefferson Administration</p> <p>Native American Resistance</p> <p>The War of 1812</p>	<p>Instructors will select text and experiences from <i>America Pathways to the Present</i> to provide a foundation of understanding of the origin of American politics. <b>(RI.9-10.2)</b></p> <p>Students will read the article "The Whiskey Rebellion" and discuss what caused the uprising and its significance. <b>(RI.9-10.2, SL.9-10.1)</b></p> <p>Students will complete the "Hamilton vs. Jefferson" Lesson Plan. <b>(CRP2)</b></p> <p>Election Campaign: The class will be split in two. Students will take sides in the election of 1800 by running presidential campaigns for their chosen candidate. They can use today's technology, including social media in their campaigns. Students can create polls, ads for and against candidates, "host" fundraisers, and develop their candidate's platform.</p>	<p><b>Text</b></p> <p><i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter 6 The Origins of American Politics, 1789-1820</p> <p><b>Web-Based Resources</b></p> <p>"The Whiskey Rebellion" <a href="https://www.nps.gov/frhi/learn/historyculture/whiskeyrebellion.htm">https://www.nps.gov/frhi/learn/historyculture/whiskeyrebellion.htm</a></p> <p>"Hamilton vs. Jefferson" Lesson Plan <a href="http://sheg.stanford.edu/upload/Lessons/Unit%203_Revolution%20and%20Early%20America/Hamilton%20vs.%20Jefferson%20Lesson%20Plan.pdf">http://sheg.stanford.edu/upload/Lessons/Unit%203_Revolution%20and%20Early%20America/Hamilton%20vs.%20Jefferson%20Lesson%20Plan.pdf</a></p> <p>"Jefferson as President" Lesson Plan <a href="http://www.thomasjeffersonpersonalitycharacterandpubliclife.org/Project_PDFs_2013/Pally/Pally_TJ2013_1.pdf">http://www.thomasjeffersonpersonalitycharacterandpubliclife.org/Project_PDFs_2013/Pally/Pally_TJ2013_1.pdf</a></p> <p>"Tecumseh to Governor Harrison at Vincennes"</p>	<p><b>Formative Assessment:</b> <i>America Pathways to the Present</i>, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing</p> <p><b>Summative Assessment:</b> <i>America Pathways to the Present</i>, Prentice Hall, 2004, Chapter Review and Assessment</p> <p><b>Benchmark Assessment:</b> Midterm Assessment</p> <p><b>Alternative Assessments:</b> <a href="http://www.schrockguide.net/assessment-and-rubrics.html">http://www.schrockguide.net/assessment-and-rubrics.html</a></p> <p><i>Types of Assessments:</i> <a href="https://www.teachthought.com/pedagogy/6-types-assessment-learning">https://www.teachthought.com/pedagogy/6-types-assessment-learning</a></p> <p>Performance based evaluation using rubrics (<a href="http://rubistar.4teachers.org/index.php">http://rubistar.4teachers.org/index.php</a>)</p> <p>Portfolio of student work</p> <p>Oral presentations</p>
	<b>Objectives</b>			
	Students will:			
	Examine the problems experience by the new American nation.			
	Analyze Jefferson's presidency by determining its successes and failures			
	Understand the causes of the French and Indian War and how the war influenced American policy going forward.			

perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

The project will culminate in a debate between the two candidates. One student from each team will play the role of their candidate, but everyone on both teams must develop their candidate's positions based on factual evidence from the real election. **(RI.9-10.2, CRP4, CRP7, SL.9-10.1)**

Students will complete a series of three lesson plans about the Jefferson presidency. **(CRP2)**

Students will read Tecumseh's speech to Governor Harrison to learn about his perspective on Native American resistance. **(RI.9-10.2)**

<http://www.nationalcenter.org/Tecumseh.html>

War of 1812:

History.com  
<https://www.history.com/topics/war-of-1812>

<https://amhistory.si.edu/star-spangledbanner/the-war-of-1812.aspx>

Crash Course – War of 1812:  
<https://www.youtube.com/watch?v=qMXqg2PKJZU>

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

**6.1.12.A.3.e**  
Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.

**6.1.12.B.3.a**

### Topics

Cultural, Social and Religious Life

Trails to the West

The Great Plains and the Southwest

Instructors will select text and experiences from *American Pathways to the Present* to provide a foundation of understanding of life in the new nation. **(CRP2)**

### Text

*America Pathways to the Present*, Prentice Hall, 2004, Chapter 7 Life in the New Nation, 1783-1850

### Books

*Across the Wide and Lonesome Prairie: The*

### Formative Assessment:

*America Pathways to the Present*, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing

### Summative Assessment:

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

6.1.12.D.3.e  
Determine the impact of religious and social movements on the development of American culture, literature, and art.

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.

## Objectives

Students will:

Learn about Manifest Destiny and the role it played in shaping the nation.

Examine the impact Manifest Destiny had on Native American populations.

Understand the hardship experienced by Western settlers.

Students will gain an overview of the Second Great Awakening by watching a Prezi. Then students will experience the “Interracial ‘Harmony’ and the Great Awakening” lesson. (CRP2)

Students will complete the lesson plan “The March of Civilization” to learn about the idea of Manifest Destiny.” (CRP2)

Students will research the Oregon Trail by viewing a map and finding primary and secondary sources on the web. Students will present their information in a short multimedia presentation. (SL.9-10.1, CRP7)

Students will write a short narrative from the perspective of a person traveling the Oregon Trail. Their narratives must

*Oregon Trail Diary of Hattie Campbell*

***The Oregon Trail***, Francis Parkman

Maps of the Oregon Trail  
<https://www.goodreads.com/book/show/2890775-maps-of-the-oregon-trail>

## Web-Based Resources

“The Second Great Awakening” Prezi  
<https://prezi.com/xuckd4dlypv6/the-second-great-awakening/>

“Interracial ‘Harmony’ and the Great Awakening” Lesson Plan  
<http://www.learnnc.org/lp/pages/2878?ref=search>

“The March of Civilization” Lesson Plan  
<http://www.huntington.org/Education/GoldRush/Lessons/upper.lesson.1.pdf>

Map of the Oregon Trail  
<https://www.nps.gov/oreg/p/lanyourvisit/maps.htm>

“Baker’s Gold” PBS Video and Lesson Plan

*America Pathways to the Present*, Prentice Hall, 2004, Chapter Review and Assessment

**Alternative Assessments:**  
<http://www.schrockguide.net/assessment-and-rubrics.html>

*Types of Assessments:*  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics  
(<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

include factual information about the trail and time period and must portray the events realistically. (W.9-10.7, W.9-10.8)

<http://www.pbs.org/opb/historydetectives/educators/lessonplan/bakers-gold/>

Students will view the “Baker’s Gold” video and complete the lesson plan to learn about the California Gold Rush.

“Alamo Simulation”  
<https://www.gilderlehrman.org/history-by-era/development-west/resources/alamo-simulation>

Students will complete the “Alamo Simulation” to understand the causes and outcome of Texas’ War of Independence from Mexico. (9.3.12.HT-RFB.4)

**6.1.12.C.3.a**  
Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.

Topics	Instructors will select text and experiences from	Text	Formative Assessment:
Inventions and Innovations	<i>American Pathways to the Present</i> to provide a foundation of	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Chapter 8 The Growth of a National Economy, 1790-1850	<i>America Pathways to the Present</i> , Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing
The Northern Section	understanding of the growth of the national economy. (CRP2)	<b>Web-Based Resources</b>	<b>Summative Assessment:</b>
The Southern Section		“The Industrial Age in America: Sweatshops,	<i>America Pathways to the Present</i> , Prentice Hall,
The Growth of Nationalism			
The Age of Jackson			

### 6.1.12.D.2.e

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

Twenty-First Century Themes and Skills include:

- The Four C's
- Global Awareness
- Civic Literacy
- Financial Literacy

#### Objectives

Students will:

Analyze the impact of technological innovation on American society.

Explore the key differences between the North and South.

Examine Jackson's presidency and determine his triumphs and failures.

Industrial Inventors: Students will research Industrial Age inventors and their inventions. Then, students will research manufacturing and technology problems during the Industrial Age and invent their own machines to solve the problem.

Students will create posters which depict their invention and explains how it works and what problem it solves.

**(W.9-10.7, W.9-10.8, CRP6)**

Instructors can select from two lesson plan series on the Industrial Revolution: "The Industrial Age in America..." or "Teaching with Primary Sources: Industrial Revolution." **(CRP2)**

Students will complete a three-part lesson series on Andrew Jackson and the election of 1824: The Election Is in the House: Lesson 1: The Denouement; Lesson 2: The Candidates and the

Steel, Mills, and Factories" Lesson Plan

<https://edsitement.neh.gov/lesson-plan/industrial-age-america-sweatshops-steel-mills-and-factories#sect-introduction>

OR

"Teaching with Primary Sources: Industrial Revolution" [http://library.mtsu.edu/tps/lessonplans&ideas/LessonPlan--Industrial\\_Revolution.pdf](http://library.mtsu.edu/tps/lessonplans&ideas/LessonPlan--Industrial_Revolution.pdf)

"The Presidential Election of 1824: The Election Is in the House" Three-Part Lesson Series <https://edsitement.neh.gov/curriculum-unit/presidential-election-1824-election-house#sect-theunit>

*McCulloch v. Maryland* Lesson Plan <http://billofrightsinstitute.org/wp-content/uploads/2014/11/1.2-DBQ2-McCulloch-v.-Maryland-18191.pdf#page=1&zoom=auto,-90,816>

2004, Chapter Review and Assessment

**Alternative Assessments:** <http://www.schrockguide.net/assessment-and-rubrics.html>

*Types of Assessments:* <https://www.teachthought.com/pedagogy/6-types-assessment-learning>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Issues; Lesson 3: Was There a Corrupt Bargain? (CRP2)

Federal Power and Nationalism: Students will complete the lesson on *McCulloch v. Maryland* to learn about the first court case to determine federal power in relation to states' rights. (CRP2)

Ohio State University History Teaching Institute: The Industrial Revolution  
<https://hti.osu.edu/history-lesson-plans/european-history/industrial-revolution>

**6.1.12.A.3.h**  
 Analyze the various rationales provided as a justification for slavery.

**6.1.12.A.3.f**  
 Compare and contrast the successes and failures of political (i.e., the 1844 State Constitution) and social (i.e., abolition, women's rights, and temperance) reform movements in New Jersey and the nation during the Antebellum period.

**6.1.12.D.2.c**  
 Relate events in Europe to the development of American trade and American foreign and domestic policies.

### Topics

- Reforming Society
- The Antislavery Movement
- The Movement for Women's Rights
- Growing Divisions
- Twenty-First Century Themes and Skills include:
  - The Four C's
  - Global Awareness
  - Civic Literacy
  - Financial Literacy

### Objectives

Students will:

Instructors will select text and experiences from *American Pathways to the Present* to provide a foundation of understanding of religion and reform in America. (CRP2)

Students will complete the "Dorothea Dix and Insane Asylum/Prison Reform" Lesson Plan. (CRP2, 9.3.12.HT-RFB.4)

Students will learn about Transcendentalism by reading two introductory articles on the philosophy.

### Text

*America Pathways to the Present*, Prentice Hall, 2004, Chapter 9 Religion and Reform, 1815-1855

### Web-Based Resources

"Dorothea Dix and Insane Asylum/Prison Reform" Lesson Plan  
<http://www.usd116.org/profdev/ahtc/lessons/BretzSI09/BretzSI09.pdf>

National Women's History Museum: Dorothea Dix  
<https://www.womenshistory.org/education-resources/biographies/dorothea-dix>

**Formative Assessment:**  
*America Pathways to the Present*, Prentice Hall, 2004, Section Reading Comprehension Questions and Critical Thinking Writing

**Summative Assessment:**  
*America Pathways to the Present*, Prentice Hall, 2004, Chapter Review and Assessment

**Alternative Assessments:**  
<http://www.schrockguide.net/assessment-and-rubrics.html>

*Types of Assessments:*  
<https://www.teachthought.com/pedagogy/6-types-assessment-learning>



**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.

**RH.9-10.1.** Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10.2.** Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

**RH.9-10.6.** Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and

Explore several key social movements and how they improve life for the marginalized.

Examine the rising tensions between the North and South as they prepared to go to war.

Then, students will read Ralph Waldo Emerson's "Self-Reliance" and complete a group close reading exercise to understand the author's points and how they relate to the philosophy.  
**(9.3.12.HT-RFB.4, CRP2)**

Argumentative Essay:  
Students will read "Arguments in Defense of Slavery" and analyze the rhetoric that each speaker uses to argue their points. Then, students will compose 1-page arguments *against* slavery and refute specific points that the pro-slavery speakers used.  
**(W.9-10.7, SL.9-10.1, SL.9-10.2)**

The Abolition Movement:  
Instructors can select from a variety of lessons about the antislavery movement from PBS's lesson archives.

- "From Courage to Freedom: Frederick Douglass's 1845 Autobiography" (4 lessons)

"Transcendentalism, An American Philosophy"  
<http://www.ushistory.org/us/26f.asp>

"What Is Transcendentalism?"  
<http://www.transcendentalists.com/what.htm>

"Self-Reliance" by Ralph Waldo Emerson  
<http://www.emersoncentral.com/selfreliance.htm>

"Arguments in Defense of Slavery"  
[http://www.asdk12.org/staff/miller\\_roger/pages/US\\_History/Slavery/Arguments%20in%20Defense%20of%20Slavery.pdf](http://www.asdk12.org/staff/miller_roger/pages/US_History/Slavery/Arguments%20in%20Defense%20of%20Slavery.pdf)

Abolition, PBS Lesson Plans  
<http://www.pbs.org/wgbh/americanexperience/features/teachers-resources/abolitionists-guide/>

Performance based evaluation using rubrics (<http://rubistar.4teachers.org/index.php>)

Portfolio of student work

Oral presentations

Self-evaluation, Peer evaluation

Scavenger Hunt: Create questions based on a topic or a chapter.

Film Project: Ask groups to write and film a 5-10 minute movie based on the topic or subject.



emphasize in their respective accounts.

**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.

- “Perspective on the Slave Narrative” (1 lesson)
- “Life in the North and South 1847-1861: Before Brother Fought Brother” (5 lessons) (**CRP2**)

Research Paper: Students will research the women’s rights movement of the early 1800s and write a research paper. They must use at least three primary sources and four secondary sources.  
(**W.9-10.7, W.9-10.8**)

**6.1.12.D.2.a**  
Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution.

**6.1.12.D.2.e**  
Determine the impact of African American leaders and institutions in shaping free Black communities in the North.

**6.1.12.A.3.b**

Topics	Objectives	Students will:	Students will learn about	NJ Commission of Holocaust Education: Unit IV: Slavery was Genocide <u><a href="#">Genocide/Slavery Curriculum Guide</a></u>	Formative Assessment:
Trail of Tears			Students will learn about Andrew Jackson and the Trail of Tears. They will watch the film The Trail of Tears: Cherokee Legacy and research the relationship between Native Americans and African Americans. Then, they will create a map depicting the route the Cherokee took on the Trail of Tears. ( <b>CRP6, CRP11</b> )	The New Jersey Amistad Commission Interactive Curriculum, Unit Seven, The Evolution of a Nation State, Common Core Activity, Indian Removal Act	
War of 1812				The New Jersey Amistad Commission Interactive Curriculum, Unit Seven, The Evolution of a Nation State, Andrew Jackson and Indian Removal	
Irish Immigrants					
		Students will:			
		<ul style="list-style-type: none"> <li>• Learn about Andrew Jackson and the Trail of Tears.</li> </ul>	Students will learn about African American soldiers in the War of 1812. The	The New Jersey Amistad Commission Interactive Curriculum, Unit Seven,	The New Jersey Amistad Commission Interactive Curriculum, Unit Seven, The Evolution of a Nation State, Student Assessment

Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.

6.1.12.A.3.e

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

6.1.12.A.3.h

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

6.1.12.A.3.i

Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.

- Expand their knowledge of the War of 1812.
- Understand the conditions the Irish Immigrants endured to come to America.
- Students will learn basic concepts about slavery and begin to understand its impact on the victims.

teacher will give a brief lecture then have the students complete a webquest on the War of 1812. **(CRP2)**

Students will read about the experience of Irish Immigrants to the United States on disease ridden ships called Coffin Ships and respond to text-based questions. **(CRP2, 9.3.12.HT-RFB.4)**

Students will read and discuss *Tom Feelings and The Middle Passage* from The Horn Book **(9.3.12.HT-RFB.4)**

Lesson #4: The Middle Passage.

The Evolution of a Nation State, The War of 1812

The New Jersey Amistad Commission Interactive Curriculum, Unit Seven, The Evolution of a Nation State, Coffin Ships

<http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>

<http://www.njamistadcurriculum.net/history/unit/evolution-new-nation-state>

**6.3 Active Citizenship in the 21st Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

**Key Vocabulary:** tariff, interest, strict/loose construction, Jay's Treaty, Whiskey Rebellion, political party, XYZ affair, Alien and Sedition Acts, Virginia and Kentucky Resolutions, bureaucracy, midnight judge, *Marbury vs. Madison*, judicial review, Louisiana Purchase, Lewis and Clark expedition, embargo, reservation, assimilation, Battle of Tippecanoe, republican virtues, Second Great Awakening, evangelical, congregation, revival, denomination, manifest destiny, Adams-Onís Treaty, mountain man, Oregon Trail, California Gold Rush, ghost town, Great Plains, presidio, Texas War for Independence, Battle of the Alamo, Industrial Revolution, interchangeable parts, cotton gin, patent, Market Revolution, free enterprise system, transcendentalism, temperance movement, abstinence, segregate, utopian community, abolitionist movement, emancipation, Underground Railroad, gag rule, Seneca Falls Convention, suffrage

**Accommodations and Modifications:**

***Students with special needs:*** Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.

***ELL/ESL students:*** Students will be supported according to the recommendations for “can do’s” as outlined by WIDA – [https://www.wida.us/standards/CAN\\_DOs/](https://www.wida.us/standards/CAN_DOs/). This particular unit has limited language barriers due to the physical nature of the curriculum.

***Students at risk of school failure:*** Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed o 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. More time and will be made available with a certified instructor to aid students in reaching the standards.

***Gifted and Talented Students:*** Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity in planning and carrying out investigations and analyzing and interpreting data.  
Secondary activities were created to allow for greater personalized learning to meet the needs of all learners including students with gifts and talents

English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● Provide translated text</li> <li>● Speak and display terminology</li> <li>● Teacher modeling</li> <li>● Peer modeling</li> <li>● Provide ELL students with multiple literacy strategies.</li> <li>● Word walls</li> <li>● Use peer readers</li> <li>● Give page numbers to help the students find answers</li> <li>● Provide a computer for written work</li> <li>● Provide two sets of textbooks, one for home and one for school</li> <li>● Provide visual aides</li> <li>● Provide additional time to complete a task</li> <li>● Use graphic organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Repeat and rephrase directions</li> <li>● Have students recap the directions in their own words</li> <li>● Utilize modifications &amp; accommodations delineated in the student's IEP</li> <li>● Work with paraprofessional</li> <li>● Use multi-sensory teaching approaches.</li> <li>● Work with a partner</li> <li>● Provide concrete examples</li> <li>● Restructure lesson using UDL principals (<a href="http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA">http://www.cast.org/our-work/about-udl.html#.VXmoXcfD_UA</a>).</li> <li>● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques-</li> </ul>	<ul style="list-style-type: none"> <li>● Provide lower level text</li> <li>● Using visual demonstrations, illustrations, and models</li> <li>● Give directions/instructions verbally and in simple written format. Oral prompts can be given.</li> <li>● Peer Support</li> <li>● Increase one on one time</li> <li>● Teachers may modify instructions by modeling what the student is expected to do</li> <li>● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.</li> <li>● Review behavior expectations and make necessary adjustments for personal space or other behaviors as needed.</li> <li>● Structure lessons around questions that are authentic, relate to students' interests, social/family background and knowledge of their</li> </ul>	<ul style="list-style-type: none"> <li>● Inquiry-based instruction</li> <li>● Independent study</li> <li>● Higher order thinking skills</li> <li>● Adjusting the pace of lessons</li> <li>● Interest based content</li> <li>● Real world scenarios</li> <li>● Student Driven Instruction</li> <li>● Use project-based learning</li> <li>● Structure the learning around explaining or solving a social or community-based issue.</li> <li>● Collaborate with after-school programs or clubs to extend learning opportunities.</li> <li>● William and Mary Social Studies curriculum for gifted learners: <a href="https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum">https://k12.kendallhunt.com/program/william-mary-gifted-social-studies-curriculum</a></li> </ul>

	auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling).	community. <ul style="list-style-type: none"> <li>• Provide opportunities for students to connect with people of similar backgrounds (e.g. conversations via digital tool such as SKYPE, experts from the community helping with a project, journal articles, and biographies).</li> </ul>	
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#### **Career Ready Practices:**

**CRP2:** Apply appropriate academic and technical skills.

**CRP4:** Communicate clearly and effectively and with reason.

**CRP6:** Demonstrate creativity and innovation.

**CRP11:** Use technology to enhance productivity.

**CRP12:** Work productively in teams while using cultural global competence.

#### **Integration of Technology Standards NJSLS 8:**

**8.1.12.A.2:** Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

#### **Integration of 21<sup>st</sup> Century Standards NJSLS 9:**

**9.3.12.HT-RFB.4:** Demonstrate leadership qualities and collaboration with others.

#### **Interdisciplinary Connections: ELA-NJSLS/ELA:**

**RI.9-10.2:** Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.9:** Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

**W.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.

**W.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 (MLA or APA Style Manuals).

**SL.9-10.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

**SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**SL.9-10.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.