

SPARTA TWP. PUBLIC SCHOOLS

Grade 6 Social Studies: United States History I

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Adapted from:

New Jersey Student Learning Standards

Reviewed by:

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Sparta, NJ 07871

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Vision Statement

The Sparta Social Studies Department is committed to offering our students rigorous learning opportunities that challenge students' thinking and worldview. Our students are encouraged to embrace multiple perspectives, value diversity, and promote cultural understanding in our interconnected global community. Through exploration of a vertically articulated curriculum, engagement, relevancy, and application of historical themes is encouraged while finding connections between past events and the present in order to promote historical understanding. Upon graduation, students will have developed and prepared to be contributors to 21st century society who are civically minded, globally aware, and socially responsible.

Belief Statements

(adapted from the National Council for Social Studies)

- High quality social studies instruction is the key to the ongoing development and maintenance of a vibrant democratic republic
- Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.
- Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry.
- In promoting critical, creative, and ethical thinking on problems faced by citizens and leaders, educators must take care to balance the immediate social environment of students and the larger social world, through examining multiple viewpoints.
- Since our communities are full of countless citizens with a wide range of expertise and experiences, assistance from community resource people should be a part of any successful social studies program.
- Students should learn to assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations.
- Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students should learn to apply value-based reasoning when addressing problems and issues.
- Students should be encouraged to develop a commitment to social responsibility, justice and action, and demonstrate that in "real life" situations.
- The curriculum should promote critical, creative, and ethical thinking on problems faced by citizens and leaders.
- Evaluation of data for planning curricular improvements should be used to ensure a challenging curriculum. This data should be collected through traditional and alternative assessments.
- Powerful social studies teachers develop and/or expand repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes.

COURSE OVERVIEW

The Sparta School District Social Studies Sixth Grade has been constructed to prepare students to be active, informed and contributing citizens of their world. This course in United States History gives students an understanding of the foundations of the history of our nation so that they will understand the principles and values of the United States. Through the study of colonial society, economics and government, the role of European nations and the native people of America, the Revolutionary War and the creation of our Constitution, students will gain an appreciation and understanding of our democratic traditions and their role in a democratic society.

COMPONENTS OF THE COURSE

The components of a successful Social Studies program are:

- Effective use of technology, communication, and reading/writing skills
- Regular evidence based writing
- Analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks
- The use of competing arguments to enable students to assess merit and make decisions accordingly
- Discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making
- A variety of authentic assessments, both formative and summative, for student development and understanding including, but not limited to, formal writing, content-based tests, debates, Socratic Seminars, Harkness Discussions, multimedia presentations, including project based learning

SCOPE AND SEQUENCE

Weeks Taught (40 Total)	Units of Study
7 weeks	Unit 1: Colonial Origins
5 weeks	Unit 2: Origins of Colonial Government
5 weeks	Unit 3: Road to Revolution
6 weeks	Unit 4: Causes of the Revolutionary War
6 weeks	Unit 5: Revolutionary War
6 weeks	Unit 6: Forming a New Nation
5 weeks	Unit 7: Forming a New Government

CONTENT AREA:	United States History	GRADE LEVEL	6th Grade
UNIT 1: Colonial Origins			
UNIT SUMMARY			
<p>This unit will explore the rationale and causation of European settlement of North America. Students will examine the geographic features that influenced European and Native American economic, political and social decisions. The interactions between Native and European peoples will be discussed. The unit will end with an analysis of the geographic regions of the 13 British colonies.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.8.A.2.a-Determine the roles of religious freedom and participatory government in various North American colonies.</p> <p>6.1.8.A.2.c- Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.</p> <p>6.1.8.C.2.a- Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.C.2.b- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.C.2.c- Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.2.b-Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>			
21st CENTURY LIFE AND CAREER-READY PRACTICES			
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity. them.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p>			
CROSS-CURRICULAR CONNECTIONS			
<p>ELA: Students will read and interpret information from a primary source document (the Mayflower Compact) to determine the early influences on colonial governments..</p> <p>Economics: Students will assess the economic decisions made by European settlers in migrating to North America.</p> <p>Geography: Students will examine the geographic features of the Eastern portion of the United States</p>			
READING ACROSS CONTENT AREAS		WRITING ACROSS CONTENT AREAS	

<p>6.RI.01 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.03 Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text (e.g. through examples or anecdotes).</p> <p>6.RI.06 Determine an author's' point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6.W.01 A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.W.01 B Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.01 E Provide a concluding statement or section that follows from the argument presented.</p>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The students will understand that:</p> <ul style="list-style-type: none"> Students will gain an understanding of the origins of the core rights and values of our democratic society. 	<p>The students will answer:</p> <ul style="list-style-type: none"> How did geography influence the settlement and economy in Colonial America? How did religious and political forces in Europe and the Americas impact colonial development? How did the differing migratory experiences of the early settlers impact the development of the new colonial society? How did the European settlement change the lives of the Native Americans?
UNIT LEARNING TARGETS (Students will know how to...)	
<ul style="list-style-type: none"> The wealth of resources in the Americans led to economic growth and trade. Colonial leaders used European political and religious ideas as a foundation in the development of their new society. Voluntary and involuntary migrants were responsible for the economic development of the colonies, although this came at great human cost. The geographic features that influence migration and economic decision-making in North America. The specific areas of colonization for European countries. The religious and spiritual traditions of European and Native American peoples. Comparison of ideas about land and its usage among European settlers and Native American inhabitants. The distinct geographic regions of the British colonies: New England, Middle and Southern. Comparison of the social, political and economic characteristics of the three colonial regions. 	
LEARNING ACTIVITIES: (Students will be able to...)	

<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of the text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Complete Venn Diagram/T-Charts • Reading Guide • Discussion and Debate • Primary Source Analysis tools • Quick Writes • Think-pair-share • Exit tickets 	<ul style="list-style-type: none"> • Unit 1 Test (MC) • Unit 1 Test (Essay/Short-answer) • DBQs • Unit Assessment • Project 	<ul style="list-style-type: none"> • Unit 1 Test (modified) • “Colonial Advertisement” Project
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: <ul style="list-style-type: none"> • “Mayflower Compact” • “Slave Narratives” NY Historical Society Secondary Sources: <ul style="list-style-type: none"> • <i>Discovering Our Past- A History of the United States</i> McGraw Hill • <i>A History of Us</i> - Third Edition of Book 3- - Joy Hakim Audio/Video Resources: <ul style="list-style-type: none"> • United Streaming (Discovery Education) 		<ul style="list-style-type: none"> • Chromebooks • Projectors • Audio/visual classroom resources • Media Center databases • Virtual Tours Web-Based Resources: <ul style="list-style-type: none"> • Library of Congress-http://www.loc.gov/teachers/classroommaterials/themes/ • Primary sources-http://library.mtsu.edu/tps/

	<p>sets/Primary_Source_Set-Pre-Colonial_America_to_1850.pdf</p> <ul style="list-style-type: none"> ● Mount Vernon- http://www.mountvernon.org/education/for-teachers/ ● Williamsburg- http://www.history.org/ ● NY Historical Society- http://www.nyhistory.org/ ● Scholastic Freedom Flix Through the Media Center- http://freedomflix.digital.scholastic.com/?authCtx=U.600074816
DIFFERENTIATION:	
<p>Sparta Twp. Public Schools Differentiation Strategies</p>	
TEACHER NOTES:	

CONTENT AREA:	United States History	GRADE LEVEL	6th Grade
UNIT 2: Origins of Colonial Government			
UNIT SUMMARY			
<p>This unit will explore the origins of early colonial governments. Students will assess the adaptations of colonial governments to the economic and political realities of the British mercantile system. Students will compare and contrast the colonial region responses to political and economic policies. Students will analyze the development of labor systems in the New World with a critique of slavery in the colonies. This unit will end with an understanding of the colonial regions as well as the governments.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.8.A.2.b- Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.</p> <p>6.1.8.C.2.a- Compare the practice of slavery and indentured servitude in Colonial labor systems.</p> <p>6.1.8.C.2.c- Analyze the impact of triangular trade on multiple nations and groups.</p> <p>6.1.8.D.2.b- Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.</p>			
21st CENTURY LIFE AND CAREER-READY PRACTICES			
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>CRP11. Use technology to enhance productivity.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content..</p>			
CROSS-CURRICULAR CONNECTIONS			
<p>ELA: Students will create a claim based on evidence found in primary source documents.</p> <p>Health: Students will examine the conditions of slaves and its impact on their health.</p> <p>Science: Students will understand the different climates of the colonial regions.</p> <p>Economics: Students will understand the effect that slavery had on the Southern regions.</p>			
READING ACROSS CONTENT AREAS		WRITING ACROSS CONTENT AREAS	

<p>6.RI.01 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.03 Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text (e.g. through examples or anecdotes).</p> <p>6.RI.06 Determine an author's' point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6.W.01 A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.W.01 B Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.01 E Provide a concluding statement or section that follows from the argument presented.</p>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The students will understand that:</p> <ul style="list-style-type: none"> Students will gain an understanding of the economic, religious and social origins of our democratic society. 	<p>The students will answer:</p> <ul style="list-style-type: none"> How did geography influence the settlement and economy in Colonial America? How did religious and political forces in Europe and the Americas impact colonial development? How did the differing migratory experiences of the early settlers impact the development of the new colonial society?
UNIT LEARNING TARGETS (Students will know how to...)	
<ul style="list-style-type: none"> The wealth of resources in the Americas led to economic growth and trade. Colonial leaders used European political religious ideas as a foundation in the development of their new society. Voluntary and involuntary migrants were responsible for the economic development of the colonies, although this came at great human cost. Analyze documents to determine if slavery was necessary for financial growth Explain the different governments throughout the regions Understand the impact of the resources available within each region The factors that contributed to the exponential growth of the colonies The mindset of colonists towards the act of mercantilism 	
LEARNING ACTIVITIES: (Students will be able to...)	
<ul style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of the text. 	

<ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Complete Venn Diagram/T-Charts • Top Hat Organizer • Reading Guide • Discussion and Debate • Primary Source Analysis tools • Quick Writes • Think-pair-share • Exit tickets 	<ul style="list-style-type: none"> • Unit 2 Test (MC) • Unit 2 Test (Essay/Short-answer) • Unit Assessment • Project 	<ul style="list-style-type: none"> • Unit 2 Test (modified) • DBQ "Slavery in the colonies"
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: <ul style="list-style-type: none"> • Charters from the colonies - <i>Avalon Project</i>- https://avalon.law.yale.edu/subject_menus/17th.asp • Slavery visuals- Slavery images.org • Magna Carta Secondary Sources: <ul style="list-style-type: none"> • <i>Discovering Our Past- A History of the United States</i> McGraw Hill • <i>A History of Us</i> - Third Edition of Book 3- - Joy Hakim 		<ul style="list-style-type: none"> • Chromebooks • Projectors • Audio/visual classroom resources • Media Center databases • Virtual Tours Web-Based Resources: <ul style="list-style-type: none"> • Library of Congress-http://www.loc.gov/teachers/classroommaterials/themes/ • Primary sources- http://library.mtsu.edu/tps/sets/Primary_Source_Set--Pre-Colonial_America_to_1850.pdf • Mount Vernon- http://www.mountvernon.org/education/for-teachers/

	<ul style="list-style-type: none"> • Williamsburg- http://www.history.org/ • NY Historical Society- http://www.nyhistory.org/ • Scholastic Freedom Flix Through the Media Center- • http://freedomflix.digital.scholastic.com/?authCtx=U.600074816
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	

CONTENT AREA:	United States History	GRADE LEVEL	6th Grade
UNIT 3: Conflict in the Colonies			
UNIT SUMMARY			
<p>This unit will explore circumstances that led up to the French and Indian War . The connection between rapid population growth and the desire to move west. European political and economic conflicts led to military confrontations in the North American colonies. The events of the French and Indian War in the colonies significant leaders emerged such as George Washington. This unit will end with an analysis of the French and Indian War and the Treaty of Paris 1763.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.8.B.2.b- Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.</p> <p>6.1.8.C.2.b- Explain the system of mercantilism and its impact on the economies of the colonies and European countries.</p> <p>6.1.8.D.2.a- Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.</p> <p>6.1.8.D.3.a- Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.</p> <p>6.1.8.B.3.a- Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.</p>			
21st CENTURY LIFE AND CAREER-READY PRACTICES			
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>CRP11. Use technology to enhance productivity.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p>			
CROSS-CURRICULAR CONNECTIONS			
<p>ELA: Students will read primary and secondary documents and complete QARs.</p> <p>Science: Students will understand the importance of vegetation on the colonists.</p> <p>Economics: Students will explore the effects that rapid growth had on the regional economy.</p>			

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
<p>6.RI.01 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.03 Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text (e.g. through examples or anecdotes).</p> <p>6.RI.06 Determine an author's' point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6.W.01 A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.W.01 B Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.01 E Provide a concluding statement or section that follows from the argument presented.</p>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The students will understand that:</p> <ul style="list-style-type: none"> Students will gain an understanding of how economic conflict led to military conflict in North America. 	<p>The students will answer:</p> <ul style="list-style-type: none"> How did the economic competition between European powers impact the lives of colonists and Native Americans?
UNIT LEARNING TARGETS (Students will know how to...)	
<ul style="list-style-type: none"> Economic conflict between European powers, Native American Groups and European colonists resulted in military conflict. Tensions between the French and British challenged colonial ideals Colonists wanted to expand west which led to conflicts Changes in British policies created negative sentiments amongst the colonists F&I War led to the development of colonial militias F&I War created military leaders amongst the colonists Ohio River Valley was enticing for colonial settlement Conflicts within the various Native American groups affected colonial life 	
LEARNING ACTIVITIES: (Students will be able to...)	
<ul style="list-style-type: none"> Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Analyze how and why individuals, events, and ideas develop and interact over the course of the text. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 	

<ul style="list-style-type: none"> Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> Complete Venn Diagram/T-Charts Reading Guide Discussion and Debate Primary Source Analysis tools Quick Writes Think-pair-share Exit tickets 	<ul style="list-style-type: none"> Unit 3 Test (MC) Unit 3 Test (Essay/Short-answer) DBQs Unit Assessment Project 	<ul style="list-style-type: none"> Unit 3 Test (modified) "George Washington" leadership multimedia project
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
<p>Primary Sources:</p> <ul style="list-style-type: none"> <i>George Washington Surveyor 1748</i> <i>French and Indian War Primary Documents</i>- http://www.wvculture.org/history/frenchandindian/frenchandindiandocs.html <p>Secondary Sources:</p> <ul style="list-style-type: none"> <i>Discovering Our Past- A History of the United States</i> McGraw Hill <i>A History of Us</i> - Third Edition of Book 3- - Joy Hakim 		<ul style="list-style-type: none"> Chromebooks Projectors Audio/visual classroom resources Media Center databases Virtual Tours <p>Web-Based Resources:</p> <ul style="list-style-type: none"> Library of Congress-http://www.loc.gov/teachers/classroommaterials/themes/ Primary sources- http://library.mtsu.edu/tps/sets/Primary_Source_Set-Pre-Colonial_America_to_1850.pdf Mount Vernon- http://www.mountvernon.org/education/for-teachers/ Williamsburg- http://www.history.org/ NY Historical Society- http://www.nyhistory.org/

	<ul style="list-style-type: none"> • Scholastic Freedom Flix Through the Media Center- • http://freedomflix.digital.scholastic.com/?authCtx=U.600074816
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	

CONTENT AREA:	United States History	GRADE LEVEL	6th Grade
UNIT 4: Causes of the Revolution			
UNIT SUMMARY			
<p>This unit will explore the actions of the British government that led up to the American Revolution. The British Empire's political and economic policies towards the North American colonies led to the revolutionary movement and military conflict between the colonies and Britain. The various Acts imposed on the colonists from Parliament spurred actions from the colonists that will lead up to the revolution. This unit will end with an analysis of how the acts forced the establishment of the First Continental Congress.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.8.D.3.d- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.b- Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p> <p>6.1.8.A.3.a- Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.C.3.a- Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.</p>			
21st CENTURY LIFE AND CAREER-READY PRACTICES			
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content..</p>			
CROSS-CURRICULAR CONNECTIONS			
<p>ELA: Students will read and answer comprehension questions on both primary and secondary sources.</p> <p>Personal Finance: Students will understand how Britain's policies drastically impacted colonial income.</p> <p>Economics: Students will explain how the Acts benefited Britain's economy and hurt the American colonies.</p>			

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
<p>6.RI.01 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.03 Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text (e.g. through examples or anecdotes).</p> <p>6.RI.06 Determine an author's' point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6.W.01 A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.W.01 B Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.01 E Provide a concluding statement or section that follows from the argument presented.</p>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The students will understand that:</p> <ul style="list-style-type: none"> • The Declaration of Independence, the colonial response to British taxation and regulation, expressed key ideals of American democracy, although they were not enjoyed by all members of society. 	<p>The students will answer:</p> <ul style="list-style-type: none"> • What events led to the writing of the Declaration of Independence? • How did the key principles of the Declaration of Independence unify the ideas of American democracy? • How did the ideals professed in the Declaration of Independence contrast with the actual experience of different socioeconomic groups in the society? • How did the economic impact of taxes and government regulation lead to conflict between Britain and the North American colonies?
UNIT LEARNING TARGETS (Students will know how to...)	
<ul style="list-style-type: none"> • The economic impact of taxes and government regulation led to conflict between Britain and the North American colonies. • Prominent individuals and other nations contributed to the causes, execution and outcomes of the American Revolution. • The Declaration of Independence was written with key principles that led to American democracy. • Ideals professed in the Declaration of Independence were not experienced by all members of American society during this time period. • Identify and discuss the different opinions expressed during the Continental Congress • The Proclamation of 1763 furthered tensions between the British and the American colonists • Different acts led to the development of groups such as the Sons of Liberty and Daughters of Liberty 	

<ul style="list-style-type: none"> • The actions of both Britain and America colonists established two distinct mindsets: Loyalists and Patriots • Understand the British and American colonists' side of the conflict 		
LEARNING ACTIVITIES: (Students will be able to...)		
<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of the text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Complete Venn Diagram/T-Charts • Reading Guide • Discussion and Debate • Primary Source Analysis tools • Quick Writes • Think-pair-share • Exit tickets 	<ul style="list-style-type: none"> • Unit 4 Test (MC) • Unit 4 Test (Essay/Short-answer) • DBQs • Unit Assessment • Project 	<ul style="list-style-type: none"> • Unit 4 Test (modified) • "Road to Revolution: Taxation without Representation" Debate
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: <ul style="list-style-type: none"> • Stamp Act • Ben Franklin's argument in Parliament to repeal the Stamp Act • The Declaratory Act • London Chronicle and Boston Gazette articles recounting the Boston Massacre • Tea Act 		<ul style="list-style-type: none"> • Chromebooks • Projectors • Audio/visual classroom resources • Media Center databases • Virtual Tours Web-Based Resources:

Secondary Sources:

- *Discovering Our Past- A History of the United States* McGraw Hill
- *A History of Us* - Third Edition of Book 3- - Joy Hakim

Audio/Video Resources:

- *John Adams- HBO*

- Library of Congress-<http://www.loc.gov/teachers/classroommaterials/themes/>
- Primary sources-
http://library.mtsu.edu/tps/sites/Primary_Source_Set--Pre-Colonial_America_to_1850.pdf
- Mount Vernon-
<http://www.mountvernon.org/education/for-teachers/>
- Williamsburg-
<http://www.history.org/>
- NY Historical Society-
<http://www.nyhistory.org/>
- Scholastic Freedom Flix Through the Media Center-
<http://freedomflix.digital.scholastic.com/?authCtx=U.600074816>

DIFFERENTIATION:

[Sparta Twp. Public Schools Differentiation Strategies](#)

TEACHER NOTES:

CONTENT AREA:	United States History	GRADE LEVEL	6th Grade
UNIT 5: Revolutionary War			
UNIT SUMMARY			
<p>This unit will explore the major battles and events of the American Revolution. The Revolutionary War movement, led by prominent leaders such as George Washington, was successful due to the participation of the citizens of the 13 colonies (New Jersey in particular) and led to forming a new nation. This unit will end with the students discussing the Treaty of Paris and analyzing the struggles of implementing a new government.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.8.D.3.d- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p> <p>6.1.8.D.3.c- Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.</p> <p>6.1.8.A.3.d- Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p> <p>6.1.8.B.3.c- Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.</p> <p>6.1.8.B.3.d- Explain why New Jersey's location played an integral role in the American Revolution.</p> <p>6.1.8.D.3.e- Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.</p>			
21st CENTURY LIFE AND CAREER-READY PRACTICES			
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content..</p>			
CROSS-CURRICULAR CONNECTIONS			
<p>ELA: Students will explore primary and secondary sources and complete QARs.</p> <p>Health: Students will learn about the conditions at Valley Forge and the impact of diseases such as smallpox.</p>			

Math: Students will look at how the number of soldiers rose and fell throughout the war.
Economics: Students will learn the importance of a war chest and a country's ability to seek loans from other nations.

READING ACROSS CONTENT AREAS

6.RI.01 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 6.RI.03 Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text (e.g. through examples or anecdotes).
 6.RI.06 Determine an author's' point of view or purpose in a text and explain how it is conveyed in the text.

WRITING ACROSS CONTENT AREAS

6.W.01 A Introduce claim(s) and organize the reasons and evidence clearly.
 6.W.01 B Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.
 6.W.01 E Provide a concluding statement or section that follows from the argument presented.

ENDURING UNDERSTANDINGS

The students will understand that:

- The role that prominent individuals such as George Washington, and key colonies such as New Jersey, played in the outcome of the American Revolution.

ESSENTIAL QUESTIONS

The students will answer:

- How did George Washington and other key individuals contribute to the cause, execution and outcome of the American Revolution?
- What was New Jersey's key role in the American Revolution?
- How did the perspectives and roles of different groups in society vary with respect to the Revolutionary War?

UNIT LEARNING TARGETS (Students will know how to...)

- Prominent individuals, such as George Washington, contributed to the causes, execution, and outcomes of the American Revolution.
- New Jersey played a key role in the American Revolution.
- The various socioeconomic groups had different roles and perspectives on the Revolutionary War, and were impacted by it in different ways.
- How militias were created before and during the war.
- The colonial army was consistently on the precipice of losing throughout the war
- Strategic planning was an integral part of the American success
- Colonial army was successful with the help of France.
- Treaty of Paris politically created America's independence

LEARNING ACTIVITIES: (Students will be able to...)

<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of the text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Complete Venn Diagram/T-Charts • Reading Guide • Discussion and Debate • Primary Source Analysis tools • Quick Writes • Think-pair-share • Exit tickets 	<ul style="list-style-type: none"> • Unit 5 Test (MC) • Unit 5 Test (Essay/Short-answer) • DBQs • Unit Assessment • Project 	<ul style="list-style-type: none"> • Unit 5 Test (modified) • Battle presentations
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: <ul style="list-style-type: none"> • Letters from soldiers • Treaty of Paris Secondary Sources: <ul style="list-style-type: none"> • <i>Discovering Our Past- A History of the United States</i> McGraw Hill • <i>A History of Us</i> - Third Edition of Book 3- - Joy Hakim Audio/Video Resources: <ul style="list-style-type: none"> • United Streaming (Discovery Education) 		<ul style="list-style-type: none"> • Chromebooks • Projectors • Audio/visual classroom resources • Media Center databases • Virtual Tours Web-Based Resources: <ul style="list-style-type: none"> • Library of Congress-http://www.loc.gov/teachers/classroommaterials/themes/ • Primary sources-http://library.mtsu.edu/tps/

	<p>sets/Primary_Source_Set-Pre-Colonial_America_to_1850.pdf</p> <ul style="list-style-type: none"> ● Mount Vernon- http://www.mountvernon.org/education/for-teachers/ ● Williamsburg- http://www.history.org/ ● NY Historical Society- http://www.nyhistory.org/ ● Scholastic Freedom Flix Through the Media Center- http://freedomflix.digital.scholastic.com/?authCtx=U.600074816
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	

CONTENT AREA:	United States History	GRADE LEVEL	6th Grade
UNIT 6: Forming A New Nation			
UNIT SUMMARY			
<p>This unit will explore the first form of American government. The Treaty of Paris which concluded the Revolutionary War, reflected the continuing influence of European powers on policies in North America, impacting the boundaries and lives of the new nation and the Native Americans. This unit will end with students explaining why the Articles of Confederation failed and America's next step.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.8.D.3.f- Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.</p> <p>6.1.8.D.3.d- Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.</p>			
21st CENTURY LIFE AND CAREER-READY PRACTICES			
<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content..</p>			
CROSS-CURRICULAR CONNECTIONS			
<p>ELA: Students will read both primary and secondary sources.</p> <p>Science: Students will explain how the science background of the founding fathers influenced their method of questioning assumptions.</p> <p>Economics: Students will understand how the Articles of Confederation led to near bankruptcy for the new nation.</p>			
READING ACROSS CONTENT AREAS		WRITING ACROSS CONTENT AREAS	

<p>6.RI.01 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.03 Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text (e.g. through examples or anecdotes).</p> <p>6.RI.06 Determine an author's' point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6.W.01 A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.W.01 B Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.01 E Provide a concluding statement or section that follows from the argument presented.</p>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The students will understand that:</p> <ul style="list-style-type: none"> • The impact of the Treaty of Paris and the contributions of individuals and nations to the outcome of the Revolutionary War. 	<p>The students will answer:</p> <ul style="list-style-type: none"> • How did the Treaty of Paris impact the relations with the Native Americans and with European powers? • What were the contributions of prominent Americans and other nations to the outcome of the Revolutionary War?
UNIT LEARNING TARGETS (Students will know how to...)	
<ul style="list-style-type: none"> • Terms of the Treaty of Paris impacted the U.S. relations with the Native Americans and European powers. • Prominent individuals and nations who contributed to the Revolutionary War also played a role in the outcome. • The Treaty of Paris had a negative effect on the Native Americans • The Articles of Confederation gave the states too much power, giving the federal government no power to tax or raise money • The federal government was unable to pay back loans from France and other nations • The federal government was unable to pay soldiers their salaries • Shay's Rebellion was effect of the Articles of Confederation which indicated to the founding fathers that the current form of government was not appropriate. • The founding fathers were cautious because they did not want a strong central government. 	
LEARNING ACTIVITIES: (Students will be able to...)	
<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of the text. 	

<ul style="list-style-type: none"> • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Complete Venn Diagram/T-Charts • Reading Guide • Discussion and Debate • Primary Source Analysis tools • Quick Writes • Think-pair-share • Exit tickets 	<ul style="list-style-type: none"> • Unit 6 Test (MC) • Unit 6 Test (Essay/Short-answer) • DBQs • Unit Assessment • Project 	<ul style="list-style-type: none"> • Unit 6 Test (modified) • Multimedia Project: "How will you fix the Articles of Confederation?"
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
<p>Primary Sources:</p> <ul style="list-style-type: none"> • Treaty of Paris • Articles of Confederation • Land Ordinance 1785 • Land Ordinance 1787 <p>Secondary Sources:</p> <ul style="list-style-type: none"> • <i>Discovering Our Past- A History of the United States</i> McGraw Hill • <i>A History of Us</i> - Third Edition of Book 3- - Joy Hakim 		<ul style="list-style-type: none"> • Chromebooks • Projectors • Audio/visual classroom resources • Media Center databases • Virtual Tours <p>Web-Based Resources:</p> <ul style="list-style-type: none"> • Library of Congress-http://www.loc.gov/teachers/classroommaterials/themes/ • Primary sources-http://library.mtsu.edu/tps/sets/Primary_Source_Set-Pre-Colonial_America_to_1850.pdf • Mount Vernon-http://www.mountvernon.org/education/for-teachers/

	<ul style="list-style-type: none"> • Williamsburg- http://www.history.org/ • NY Historical Society- http://www.nyhistory.org/ • Scholastic Freedom Flix Through the Media Center- • http://freedomflix.digital.scholastic.com/?authCtx=U.600074816
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	

CONTENT AREA:	United States History	GRADE LEVEL	6th Grade
UNIT 7: Forming a New Government			
UNIT SUMMARY			
<p>This unit will explore how the Constitutional Convention scrapped the Articles of Confederation to establish our current form of American government. The Constitution, with three branches of government and checks and balances, was an effective compromise in overcoming the problems of the Articles of Confederation, giving our new nation a revolutionary form of government that united the former thirteen colonies. This unit will end with the students explaining the Constitution and the Bill of Rights and how it impacts us today.</p>			
NEW JERSEY STUDENT LEARNING STANDARDS			
<p>6.1.8.A.3.b- Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.A.3.c-Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.A.3.g- Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p>			
21st CENTURY LIFE AND CAREER-READY PRACTICES			
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>			
TECHNOLOGY STANDARDS			
<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content..</p>			
CROSS-CURRICULAR CONNECTIONS			
<p>ELA: Students will read and analyze both primary and secondary sources.</p> <p>Economics: Students will understand that the government has created a national currency and a system of taxation.</p>			
READING ACROSS CONTENT AREAS		WRITING ACROSS CONTENT AREAS	

<p>6.RI.01 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>6.RI.03 Analyze in detail how a key individual event or idea is introduced illustrated and elaborated in a text (e.g. through examples or anecdotes).</p> <p>6.RI.06 Determine an author's' point of view or purpose in a text and explain how it is conveyed in the text.</p>	<p>6.W.01 A Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>6.W.01 B Support claim(s) with clear reasons and relevant evidence using credible sources and demonstrating an understanding of the topic or text.</p> <p>6.W.01 E Provide a concluding statement or section that follows from the argument presented.</p>
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<p>The students will understand that:</p> <ul style="list-style-type: none"> The principles of the Constitution have given our government the ability to be flexible while maintaining the core values adopted by our nation's founders. 	<p>The students will answer:</p> <ul style="list-style-type: none"> In creating the Constitution, what new ideas did the Founding Fathers experiment with to propose and create a new system of government for the United States? How were the Virginia Plan and New Jersey Plan both incorporated in the compromise of the Connecticut Plan? How was the role of government different under the new Constitution as compared to the Articles of Confederation? How does the Constitution and the Bill of Rights remain relevant today?
UNIT LEARNING TARGETS (Students will know how to...)	
<ul style="list-style-type: none"> The key fundamental principles of the Constitution have given our government the ability to be flexible while maintaining the core values adopted by our nation's founders. Writing and establishing our Constitution and Bill of Rights required creativity and compromise. The fundamental principles of the Federalists and Anti-Federalists The NJ and VA Plan and the Great Compromise The 3/5 Compromise and how the founding fathers struggles to come to a compromise The decision not to include the abolishment of slavery in the Constitution The ratification process of the Constitution The creation of the Bill of Rights narrowed the gap between the Anti-Federalists and the Federalists. The Constitution and Bill of Rights continue to impact the lives of the citizens of our nation today. 	
LEARNING ACTIVITIES: (Students will be able to...)	

<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of the text. • Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. • Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. • Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. 		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
<ul style="list-style-type: none"> • Complete Venn Diagram/T-Charts • Reading Guide • Discussion and Debate • Primary Source Analysis tools • Quick Writes • Think-pair-share • Exit tickets 	<ul style="list-style-type: none"> • Unit 7 Test (MC) • Unit 7 Test (Essay/Short-answer) • DBQs • Unit Assessment • Project 	<ul style="list-style-type: none"> • Unit 7 Test (modified) • Bill of Rights Poster
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: <ul style="list-style-type: none"> • Constitution • Thomas Jefferson letters Secondary Sources: <ul style="list-style-type: none"> • <i>Discovering Our Past- A History of the United States</i> McGraw Hill • <i>A History of Us</i> - Third Edition of Book 3- - Joy Hakim 		<ul style="list-style-type: none"> • Chromebooks • Projectors • Audio/visual classroom resources • Media Center databases • Virtual Tours Web-Based Resources: <ul style="list-style-type: none"> • Library of Congress-http://www.loc.gov/teachers/classroommaterials/themes/ • Primary sources-http://library.mtsu.edu/tps/

	<p>sets/Primary_Source_Set-Pre-Colonial_America_to_1850.pdf</p> <ul style="list-style-type: none"> ● Mount Vernon- http://www.mountvernon.org/education/for-teachers/ ● Williamsburg- http://www.history.org/ ● NY Historical Society- http://www.nyhistory.org/ ● Scholastic Freedom Flix Through the Media Center- http://freedomflix.digital.scholastic.com/?authCtx=U.600074816
DIFFERENTIATION:	
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TEACHER NOTES:	