

SPARTA TWP. PUBLIC SCHOOLS

10th Grade Social Studies: US History I

**Authored by:**

Emily Scott
Troy Fetherman
Chris Sima
William Brennan

Adapted from:

New Jersey Student Learning Standards

Reviewed by:

Mr. Patrick McQueeney, Assistant Superintendent
Scott Kercher, Supervisor of Social Studies, World Languages, and
ESL

Adopted:

August 2012

Last Updated:

February 2019

Members of Sparta Board of Education

Ms. Kelly McEvoy - President
Ms. Kylene Anderson - Vice President
Ms. Kim Bragg
Ms. Jennifer Grana
Ms. Joanne Hoover
Ms. Kathryn Matteson
Mr. Michael McGovern
Ms. Karen Scott
Mr. Jason Ventresca

Superintendent of Schools:

Dr. Michael Rossi

Sparta Township School District

18 Mohawk Avenue

Sparta, NJ 07871

www.sparta.org

VISION

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

- 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

United States History I is designed to give students insight into the historical forces that shaped - and continue to shape - New Jersey and the United States. Students will analyze and evaluate the complex political, social, cultural, and economic foundations of the United States from the Colonial Era to the development of the industrial United States after the Civil War, and make connections to current local and national events.

COMPONENTS OF THE COURSE

The components of a successful United States History 1 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

(Pacing Guide)

Weeks Taught <i>(40 Total)</i>	Units of Study
3 weeks	Unit 1:Colonization and Settlement (c. 1492 - c. 1763)
7 weeks	Unit 2:Road to Revolution and American Revolution (c. 1763 - 1789)
6 weeks	Unit 3: Creating a New Nation (1789 - 1814)
6 weeks	Unit 4: Nationalism, Sectionalism and Reform
6 weeks	Unit 5: Expansion and the Causes of the Civil War
7 weeks	Unit 6: Civil War and Reconstruction
4 weeks	Unit 7: The Development of the Industrial United States

CONTENT AREA:	United States History I	GRADE LEVEL	10
UNIT 1: Colonization and Settlement (c. 1492 - c. 1763)			
UNIT SUMMARY			
This unit will begin by examining the encounters among European, Native and enslaved people groups in the New World as exploration and discovery causes these cultures to mingle. Students will examine how the establishment of the British Colonial settlements and its adaptation of Old World governmental, economic, and cultural institutions and ideologies to meet their needs in the New World. The unit will conclude with an investigation of how these opposing forces come into competition and conflict in the French and Indian War.			
NEW JERSEY STUDENT LEARNING STANDARDS			
6.1.12.A.1.a Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights. 6.1.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World. 6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. 6.1.12.C.1.b Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. 6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.			
21st CENTURY LIFE AND CAREER READY PRACTICES			
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity.			
TECHNOLOGY STANDARDS			
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.			
CROSS-CURRICULAR CONNECTIONS			

ELA: Students will read and assess the impact of personal letters to foster connections between the Old and New Worlds.

Political Science: Students will complete a close reading of the Mayflower Compact and the Albany Plan of Union.

Economics: Students will examine the foundation principles of the mercantile system and how it created conflicts between mother and colonial societies.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Key Ideas and Details ● 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. Craft and Structure ● 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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. Range of Reading and Level of Text Complexity ● 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.	Text Types and Purposes ● WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. B. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. C. Provide a concluding paragraph or section that supports the argument presented. Production and Distribution of Writing ● WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's

	capacity to link to other information and to display information flexibly and dynamically. Range of Writing 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.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Students will understand that: - Many Europeans found fulfillment of the promises that brought them to America. - New Jersey was an early example of the diversity that developed in American history. - Colonists protected the freedoms they believed were granted to them by the British crown. - The American colonists developed a broader notion of self-government than they enjoyed in England.	Students will explore: - To what extent did the American colonies develop a unique identity from 1609 through 1763? - What were the origins, main arguments, and impact of America's founding documents (such as the Articles of Confederation, the Declaration of Independence, The US and NJ Constitutions, and the Bill of Rights) on the US and the world?
UNIT LEARNING TARGETS (Students will know how to...)	
- Explain how British North American colonies adopted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government. - Analyze how gender, property ownership, religion, and legal status affected political rights. - Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World. - Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. - Determine the extent to which natural resources, labor systems (i.e., the use of indentured servants, African slaves, and immigrant labor), and entrepreneurship contributed to economic development in the American colonies. - Explain the consequences to Native American groups of the loss of their land and people.	
LEARNING ACTIVITIES: (Students will be able to...)	

● Analysis of both primary and secondary text material. ● Application of textual evidence in written and oral responses. ● Describe, compare, and evaluate multiple historical developments within society. ● Recognize, analyze and evaluate the dynamics of historical continuity and/or change over time. ● Identify, analyze, and evaluate multiple cause and effect relationships in an historical context. ● Situate the argument by explaining the broader historical events, developments or processes. ● Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and identify turning points.		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
● Reading Quiz ● Map Quiz ● Completed Venn Diagram/Charts ● Reading Guide ● Discussion ● Debate ● Analysis of charts, graphs, maps, Venn Diagrams, T Charts, etc. ● Analysis of primary source documents	● Unit 1 Test (MC) ● Unit 1 Test (Essay/Short-answer) ● Map Completion (Colonial Development)	● Unit 1 Test (modified) ● Colonial Travelocity Yelp Review or Tweet Travel.
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: ● Mayflower Compact ● <i>City Upon A Hill</i> - John Winthrop ● Olaudah Equiano's Description of the Middle Passage ● Navigation Acts ● William Bradford on the Pequot War ● Act of Toleration ● Fundamental Orders of Connecticut ● William Penn's Tolerance Patent and, or Charter of Liberty ● <i>Sinners in the Hands of An Angry God</i> by Jonathan Edwards. Secondary Sources:		● Chromebooks ● Projectors ● Audio/visual classroom resources ● 1:1 Web-Based Resources: ● Ten Days that Changed the World: Massacre of Mystic (YouTube)

• Edmund Morgan. (June 1972). <i>“Slavery and Freedom: The American Paradox.”</i> Audio/Video Resources: • Scenes from <i>Amistad</i>	
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	

CONTENT AREA:	United States History I	GRADE LEVEL	10
UNIT 2: Road to Revolution and American Revolution (c. 1763 - 1789)			
UNIT SUMMARY			
The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. Through the development of the Articles of Confederation, the founding fathers formulate The United States Constitution and Bill of Rights. Being 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.			
NEW JERSEY STUDENT LEARNING STANDARDS			
6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period. 6.1.12.A.2.a Analyze the intellectual origins of the major ideas expressed in the Declaration of Independence. 6.1.12.A.2.b Evaluate the importance of the Declaration of Independence, the Constitution, and the Bill of Rights to the spread of democracy around the world. 6.1.12.A.2.c Compare and contrast state constitutions, including New Jersey's 1776 constitution, with the United States Constitution, and determine their impact on the development of American constitutional government. 6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. 6.1.12.C.2.a Analyze the problems of financing the American Revolutionary War and dealing with wartime inflation and profiteering. 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.d Analyze arguments for new women's roles and rights, and explain why 18th-century society limited women's aspirations. 6.1.12.D.2.e Determine the impact of African American leaders and institutions in shaping free Black communities in the North.			
21st CENTURY LIFE AND CAREER READY PRACTICES			
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP9. Model integrity, ethical leadership and effective management. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			

TECHNOLOGY STANDARDS

- 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.
- 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally. Exhibit leadership for digital citizenship.
- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
- 8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers

CROSS-CURRICULAR CONNECTIONS

ELA: Students will formulate a writing response to an Essential Question established by the teacher

Economics: Students will assess colonial arguments against British taxation policy.

Geography: Students will evaluate the impact of physical barriers and boundaries on the outcomes of the French and Indian War and the American Revolution

READING ACROSS CONTENT AREAS

Key Ideas and Details

- 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.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.

WRITING ACROSS CONTENT AREAS

Text Types and Purposes

- WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.
 - A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
 - B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

Craft and Structure ● 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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. ● RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. Integration of Knowledge and Ideas ● RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. ● RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. ● RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. Range of Reading and Level of Text Complexity ● 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.	C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding paragraph or section that supports the argument presented. Production and Distribution of Writing ● WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Research to Build and Present Knowledge ● WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS

Road to Revolution The students will understand that: • The claims of England and France came into direct conflict in 1754. • There were global implications of the British defeat of France in the French and Indian War. • The colonial reaction to the defeat of the French in North America reflected their desire to obtain ownership of land. • British attitudes and actions toward the American colonies changed as a result of the French and Indian War. • The colonists of New Jersey participated in the resistance to the British policies imposed after the French and Indian War. American Revolution The students will understand that: • There were significant strengths and weaknesses of the American patriots and the British in the fight for independence. • Geography played a part in the development of war strategies of each side in the American Revolution. • New Jersey had an important role in the Revolutionary War. • Various political factors led to the success of the American Revolution. • The Declaration of Independence was influenced by the philosophy of the Enlightenment.	Road to Revolution Students will explore: • To what extent were American colonists justified in resisting British policies from 1763 through 1776? • What were the causes and effects of the British policies on American colonists from 1763 through 1776? • What were the origins, main arguments, and impact of America's founding documents (such as the Articles of Confederation, the Declaration of Independence, the US and NJ Constitutions, and the Bill of Rights) on the US and the world? • What was the experience of women and minority groups in America during the years 1750 to 1820? American Revolution Students will explore: • To what extent did the U.S. Constitution alleviate the problems of the Articles of Confederation? • What were the origins, main arguments, and impact of America's founding documents (such as the Articles of Confederation, the Declaration of Independence, The US and NJ Constitutions, and the Bill of Rights) on the US and the world? • How did American political institutions (political parties, Supreme Court) develop during the early years of the American Republic? • What was the experience of women and minority groups in America during the years 1750 to 1820? • What economic challenges shaped US policies (domestic and foreign) in the early years of the Republic?
UNIT LEARNING TARGETS (Students will know how to...)	
• Analysis of both primary and secondary text material. • Application of textual evidence in written and oral responses.	

- Describe, compare, and evaluate multiple historical developments within society. - Recognize, analyze and evaluate the dynamics of historical continuity and/or change over time. - Identify, analyze, and evaluate multiple cause and effect relationships in an historical context. - Situate the argument by explaining the broader historical events, developments or processes. - Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and identify turning points.		
LEARNING ACTIVITIES: (Students will be able to...)		
- Primary and Secondary source readings and analysis (See below) - Writing skill development - Argumentative writings (SAQs, LEQ, and DBQ) - American Revolution Webquest Map Activity - Colonial Propaganda Project		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
- Reading Quiz - Map Quiz - Completed Venn Diagram/Charts - Reading Guide - Discussion - Debate - DBQs and/or Position Papers/Statements - Analysis of charts, graphs, maps, Venn Diagrams, T Charts, etc. - Analysis of primary source documents	- Unit 2 Test (MC) - Unit 2 Test (Essay/Short-answer)	- Unit 2 test (modified) - PBL on the Constitution “Status of Women in the Revolution” project
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: <i>Common Sense, excerpts</i>		- Chromebooks - Projectors

• Declaration of Independence • Articles of Confederation • “Shot Heard Around the World” • Proclamation Line of 1763 • Various Parliamentary legislation and American colonial responses • Olive Branch Petition • Paul Revere’s <i>Incident on King Street or The Boston Massacre</i> • Valley Forge and, or Morristown Letters during the Revolutionary War. • Treaty of Paris (1783) • <i>Letter from a Pennsylvania Farmer</i> by John Dickinson • <i>Connecticut Decries the Boston Port Act</i> Secondary Sources: • Revolutionary War Map Audio/Video Resources: • <i>John Adams</i> (TV series) • PBS’s <i>Liberty Series</i>	• Audio/visual classroom resources • 1:1 Web-Based Resources:
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	

CONTENT AREA:	United States I	GRADE LEVEL	10
UNIT 3: Creating a New Nation (1789 - 1814)			
UNIT SUMMARY			
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. In the New Republic, the three branches of government will establish precedents and policy in foreign and domestic policy. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic. Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.			
NEW JERSEY STUDENT LEARNING STANDARDS			
6.1.12.A.2.c Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance. 6.1.12.A.2.d Explain how judicial review made the Supreme Court an influential branch of government, and assess the continuing impact of the Supreme Court today. 6.1.12.A.2.e 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. 6.1.12.B.2.a Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. 6.1.12.C.2.a 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. 6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time. 6.1.12.D.2.c Relate events in Europe to the development of American trade and American foreign and domestic policies.			
21st CENTURY LIFE AND CAREER READY PRACTICES			
CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			
TECHNOLOGY STANDARDS			
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.			

8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers

CROSS-CURRICULAR CONNECTIONS

ELA: Students will produce a PBL/project on foundations of Early American democracy writings

Personal Finance/Economics: Students will understand the problems of an embargo and its effect on the economy.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Key Ideas and Details • 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.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Craft and Structure • 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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.	Text Types and Purposes • WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. • WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Production and Distribution of Writing • WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Research to Build and Present Knowledge • WHST.9-10.7. Conduct short as well as more sustained research projects to

● RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● 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 emphasize in their respective accounts. Integration of Knowledge and Ideas ● RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. ● RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. ● RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. Range of Reading and Level of Text Complexity ● 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.	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. ● WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ● WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing ● 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.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
The students will understand that: ● The Americans established a very weak central government after independence was won. ● Americans experienced benefits and challenges of early independence. ● Shays' Rebellion and the Annapolis Convention demonstrated the need for	Students will explore: ● To what extent did foreign and domestic challenges beneficially impact the United States from 1789 through 1824? ● What values, ideas, and concerns drove US foreign policy from 1789 to 1824?

modifications in the Articles of Confederation. • The Constitution created a strong national government, with three distinct branches, while protecting the power of the state governments. • Many Americans were opposed to the ratification of the Constitution and those in favor of the document went to great lengths to win its approval. • Many rights of American citizens are protected in the original Constitution and the Bill of Rights. • President Washington chose moderation and caution in his implementation of policies during his first administration. • The dispute over the National Bank led to the formation of the President's Cabinet and political parties in the United States. • Alexander Hamilton made several proposals for the nation to deal with the financial difficulties left over from the years of the Revolution and the Articles of Confederation. • Thomas Jefferson wanted to maintain the agrarian identity of the United States. • Whether the policies of the Federalists benefited the state of New Jersey, and if so, how. • The important issues of the election of 1800 and why many people refer to the results as "revolutionary." • The extent to which President Jefferson overturned or maintained the policies of his rivals in the Federalist Era. • The Louisiana Purchase, the Lewis and Clark Exploration, and the War of 1812 impacted the national spirit of Americans in the early 19th century.	• How did political and social conflicts shape the role of government and national ideals? • What was the impact of the political and social reform movements during the years 1789 to 1824? • What factors helped to shape the US economy from 1789 to 1824?
UNIT LEARNING TARGETS (Students will know how to...)	
• Compare and contrast the arguments of Federalists and Anti-Federalists during the ratification debates, and assess their continuing relevance.	

- 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. - Analyze how the United States has attempted to account for regional differences while also striving to create an American identity. - Explain the effects of inflation, debt, and attempts by new state and national governments to rebuild the economy by addressing issues of foreign and internal trade, banking, and taxation. - Relate events in Europe to the development of American trade and American foreign and domestic policies.		
LEARNING ACTIVITIES: (Students will be able to...)		
- Primary and Secondary source readings and analysis (See below) - Writing skill development - Argumentative writings (SAQs, LEQ, and DBQ) - Bill of Rights Debate - Alien and Sedition relevancy to the PATRIOT Act (current event) - Cartoon Analysis		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
- Reading Quiz - Map Quiz - Completed Venn Diagram/Charts - Reading Guide - Discussion - Debate - DBQs and/or Position Papers/Statements - Analysis of charts, graphs, maps, Venn Diagrams, T Charts, etc. - Analysis of primary source documents	- Unit 3 Test (MC) - Unit 3 Test (Essay/Short-answer)	- Unit 3 Test (Modified) - Self-Government PBL project "Hamilton and Clay's Economic Systems" Project
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: - U.S. Constitution - Bill of Rights		- Chromebooks - Projectors

• The Northwest Ordinance 1787 • The Federalist and Anti-Federalist Papers (assorted) • Washington’s Farewell Address • Alien and Sedition Acts • Virginia and Kentucky Resolutions • “O Grab Me” political cartoon • John Locke’s Second Treatise on Government • New Jersey Constitution of 1776 • Patrick Henry’s anti-ratification speech • <i>Marbury v. Madison</i> • Articles of Confederation • Massachusetts Slave Petition • Letters from Abigail Adams to John Adams • Contemporary Issues and the Bill of Rights • President Washington’s Proclamation about the Whiskey Rebellion. • XYZ Affair political cartoon analysis • Jay’s Treaty • President Madison’s War Declaration Audio/Video Resources: • HBO - <i>John Adams</i> scenes	• Audio/visual classroom resources • 1:1
DIFFERENTIATION:	
Sparta Twp. Public Schools Differentiation Strategies	
TEACHER NOTES:	

CONTENT AREA:	United States History I	GRADE LEVEL	10
UNIT 4: Nationalism, Sectionalism and Reform 1815-1850			
UNIT SUMMARY			
The War of 1812 bring about a sense of nationalism but enduring ideologies divides the nation into a sectionalistic mentality. Multiple political, social, and economic factors caused American territorial expansion. The growth of the Supreme Court will help moderate the expansion issues. The expansion will also create new parties and decision making. The rapid expansion and transformation of the American society contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.			
NEW JERSEY STUDENT LEARNING STANDARDS			
6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. 6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. 6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. 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.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.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. 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. 6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries. 6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. 6.1.12.D.3.b Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. 6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influence party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).			

21st CENTURY LIFE AND CAREER READY PRACTICES

CRP2. Apply appropriate academic and technical skills.
CRP4. Communicate clearly and effectively and with reason.
CRP5. Consider the environmental, social and economic impacts of decisions.
CRP6. Demonstrate creativity and innovation.
CRP7. Employ valid and reliable research strategies.
CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

TECHNOLOGY STANDARDS

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.
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally. Exhibit leadership for digital citizenship.
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

CROSS-CURRICULAR CONNECTIONS

ELA: Students will provide a media project on the

Personal Finance: Students understand the role of gold in our monetary system

Economics: Students will formulate an opinion on banks and the role in society.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Key Ideas and Details ● 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.	Text Types and Purposes ● WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. ● WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Production and Distribution of Writing

● RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Craft and Structure ● 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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. ● RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● 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 emphasize in their respective accounts. Integration of Knowledge and Ideas ● RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. ● RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. ● RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. Range of Reading and Level of Text Complexity ● RH.9-10.10. By the end of grade 10, read and comprehend history/social studies	● WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Research to Build and Present Knowledge ● WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
---	--

texts in the grades 9-10 text complexity band independently and proficiently.	- WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing - 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.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
Era of Good Feelings and Jacksonian Democracy The students will understand that: - Various forms of nationalism were manifested following the War of 1812. - The Monroe Doctrine represented the maturation of American foreign policy during the “Era of Good Feelings.” - The Federalist party, but not its ideas, disappeared from the American political landscape. - The changes in the voting requirements of most states in the early 19th century impacted political system and particularly the election of 1828. - The policies of the Jackson administration demonstrated his concern for “the common man,” yet disregarded the rights of many in America, especially the Native Americans. Sectionalism - Changes in technology and social patterns accelerated differences between the Northern and Southern economies, resulting in heightened perceptions of regional political, economic and social interests. Reform	Era of Good Feelings and Jacksonian Democracy Students will explore: - What values, ideas, and concerns drove US foreign policy from 1800 to 1860? - How did political and social conflicts shape the role of government and national ideals? - What was the impact of the political and social reform movements during the years 1800 to 1860? - What factors helped to shape the US economy from 1800 to 1860? Sectionalism - Can legislative compromises solve moral issues? - Were abolitionists responsible reformers or irresponsible agitators? - Was the Civil War inevitable? - How was slavery essential to the Southern economy? Reform - How did the Second Great Awakening influence the development of American society during the nineteenth century?

• The Second Great Awakening ushered in a period of increased reform, education, and religion. • The Abolitionist movement challenged American political and social status quo in regards to the expansion of slavery. • The Seneca Falls Convention introduced a new demand for women’s rights and representation.	• What were the various tactics the reformers used to fight for freedom and equality? • In what ways did advocates for suffrage and abolition seek to influence political and social reform?	
UNIT LEARNING TARGETS (Students will know how to...)		
• Analysis of both primary and secondary text material. • Application of textual evidence in written and oral responses. • Describe, compare, and evaluate multiple historical developments within society. • Recognize, analyze and evaluate the dynamics of historical continuity and/or change over time. • Identify, analyze, and evaluate multiple cause and effect relationships in an historical context. • Situate the argument by explaining the broader historical events, developments or processes. • Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and identify turning points.		
LEARNING ACTIVITIES: (Students will be able to...)		
• Primary and Secondary source readings and analysis (See below) • Writing skill development • Argumentative writings (SAQs, LEQ, and DBQ) • Reformer’s Project		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
• Reading Quiz • Map Quiz • Completed Venn Diagram/Charts • Reading Guide • Discussion • Debate • DBQs and/or Position Papers/Statements • Analysis of charts, graphs, maps, Venn	• Unit 4 Test (MC) • Unit 4 Test (Essay/Short-answer)	• Unit 4 Test (Modified) • U.S. foreign policy 1800-1860 Research Project

Diagrams, T Charts, etc. • Analysis of primary source documents		
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: • “American Progress” by John Galt • Monroe Doctrine • Missouri Compromise • “King Andrew” Political Cartoon • Andrew Jackson’s State of the Union on Indian Removal (1830) • Declaration of Sentiments • Frederick Douglass “What to a Slave is the Fourth of July?” • Judicial Nationalism Court Case (various) • Andrew Jackson’s Bank Veto Message to Congress (1832) • Native American response to Jackson’s State of the Union • Firebell Speech by Thomas Jefferson • <i>Worcester v. Georgia</i> • <i>Cherokee Nation v. Georgia</i> • Andrew Jackson’s “Great Father” Political Cartoon • Nullification Crisis Political Cartoon • “Corrupt Bargain” • Henry David Thoreau <i>On Civil Disobedience</i> • <i>Sojourner Truth --Aint’ I a Woman?</i>		• Chromebooks • Projectors • Audio/visual classroom resources • 1:1
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		

CONTENT AREA:	United States History I	GRADE LEVEL	10
UNIT 5: Expansion and the Causes of the Civil War 1846- 1860			
UNIT SUMMARY			
The ideas of Manifest Destiny magnify the issue of slavery as a growing fracture to our development of American society. In addition, politicians and citizens to take a stand on a plethora of a multiple political, social, economic and ideological factors that cause ultimately, an armed conflict. This and the rapid transformation of the American economy, contributed to regional tensions, result in the American Civil War.			
NEW JERSEY STUDENT LEARNING STANDARDS			
6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history. 6.1.12.A.3.b Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest. 6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period. 6.1.12.A.3.d Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era. 6.1.12.A.3.g Determine the extent to which state and local issues, the press, the rise of interest-group politics, and the rise of party politics impacted the development of democratic institutions and practices. 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. 6.1.12.A.4.a Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War. 6.1.12.B.3.a Assess the impact of Western settlement on the expansion of United States political boundaries. 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. 6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives. 6.1.12.D.3.c Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).			
21st CENTURY LIFE AND CAREER READY PRACTICES			
CRP2. Apply appropriate academic and technical skills.			

CRP4. Communicate clearly and effectively and with reason.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
 CRP12. Work productively in teams while using cultural global competence.

TECHNOLOGY STANDARDS

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.
 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.
 Exhibit leadership for digital citizenship.

CROSS-CURRICULAR CONNECTIONS

ELA: Students will formulate an understanding of the issue of slavery by reading an excerpt of primary/secondary sources involving the issue of slavery

Economics: The Students will conceptualize the amount of money the Southern economy was worth in regards to the issue of slavery.

Political Science: Students will evaluate the role political compromise played in worsening the sectionalism crisis over slavery.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Key Ideas and Details ● 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.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.	Text Types and Purposes ● WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. ● WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Production and Distribution of Writing ● WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style

Craft and Structure ● RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● 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 emphasize in their respective accounts. Integration of Knowledge and Ideas ● RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. ● RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. ● RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. Range of Reading and Level of Text Complexity ● 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.	are appropriate to task, purpose, and audience. ● WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Research to Build and Present Knowledge ● WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing ● 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.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
The students will understand that:	Students will explore:

• Technological developments transformed the economy, created international markets, and affected the environment in the nation and New Jersey. • The wealth of natural resources contributed to the economic development of the United States and to the quality of life of individuals. • Immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity. • States' rights (i.e., nullification, compact theory) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850). • Prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	• To what extent to American westward expansion contribute to increasing sectional crisis? • How was the issue of slavery from 1846 through 1860 the main cause of the Civil War? • What were the secondary causes of the Civil War? • How did specific events of the Civil War affect the outcome? • Evaluate to what extent the Civil War was inevitable.
UNIT LEARNING TARGETS (Students will know how to...)	
• Analysis of both primary and secondary text material. • Application of textual evidence in written and oral responses. • Describe, compare, and evaluate multiple historical developments within society. • Recognize, analyze and evaluate the dynamics of historical continuity and/or change over time. • Identify, analyze, and evaluate multiple cause and effect relationships in an historical context. • Situate the argument by explaining the broader historical events, developments or processes. • Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and identify turning points.	
LEARNING ACTIVITIES: (Students will be able to...)	
• Primary and Secondary source readings and analysis (See below) • Writing skill development • Argumentative writings (SAQs, LEQ, and DBQ)	
EVIDENCE OF LEARNING:	
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
ALTERNATIVE ASSESSMENTS	

• Reading Quiz • Map Quiz • Completed Venn Diagram/Charts • Reading Guide • Discussion • Debate • DBQs and/or Position Papers/Statements • Analysis of charts, graphs, maps, Venn Diagrams, T Charts, etc. • Analysis of primary source documents	• Unit 5 Test (MC) • Unit 5 Test (Essay/Short-answer)	• Unit 5 Test (Modified) • Causes of the Civil War Project
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: • <i>12 years a Slave</i> • Abraham Lincoln’s “House Divided Against Itself” Speech • Compromise of 1850 • Dred Scott Case • Fugitive Slave Law • John O’Sullivan <i>Manifest Destiny</i> • Texas Declaration of Independence • Gordon Under Inspection Image Analysis • Excerpts from <i>Uncle Tom’s Cabin</i> • “Crimes Against Kansas” speech • Preston Brooks beating Charles Sumner lithograph • Excerpts from the Lincoln-Douglas Debates • Excerpts from John Brown • Frederick Douglass’s last meeting with John Brown • Southern States reasons for secession (SC, MS, AL, etc.) • <i>American Blood on American Soil</i> speech Secondary Sources: • Map of Missouri Compromise Audio/Video Resources: • PBS <i>Civil War</i> Documentary • <i>Abolitionists</i> from PBS American Experience		• Chromebooks • Projectors • Audio/visual classroom resources • 1:1
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		

TEACHER NOTES:

CONTENT AREA:	United States History I	GRADE LEVEL	10
UNIT 6: Civil War and Reconstruction 1860- 1875			
UNIT SUMMARY			
The Civil War was caused by ideological, economic, and political differences about the future course of the nation. This war caused damages to all aspects of the life, resulting in a tentative peace. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences to the American public. The political process of the country was tested throughout this period. The african American may have won their freedom but are they given equality. Reconstruction will end in a compromise of ideologies in the Election of 1876.			
NEW JERSEY STUDENT LEARNING STANDARDS			
6.1.12.A.4.b Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all. 6.1.12.A.4.c Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans. 6.1.12.B.4.a Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War. 6.1.12.C.4.a Assess the role that economics played in enabling the North and South to wage war. 6.1.12.C.4.b Compare and contrast the immediate and long-term effects of the Civil War on the economies of the North and South. 6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were. 6.1.12.D.4.a Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War. 6.1.12.D.4.c Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals. 6.1.12.D.4.d Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states. 6.1.12.D.4.e Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.			
21st CENTURY LIFE AND CAREER READY PRACTICES			
CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.			

TECHNOLOGY STANDARDS	
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. 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. 8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community. 8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information. 8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally. Exhibit leadership for digital citizenship. 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	
CROSS-CURRICULAR CONNECTIONS	
ELA:Students will write a letter home, send a poem to a loved one in respect to each side involving the conditions of the war. Visual Arts: Students will examine the impact of the first photographs of the Civil War on the Union's war effort. Economics: Students will understand how the blockade effects inflation in the South.	
READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Key Ideas and Details ● 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.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them. Craft and Structure	Text Types and Purposes ● WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. ● WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Production and Distribution of Writing ● WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. ● WHST.9-10.5. Develop and strengthen writing as needed by planning,

● 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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. ● RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● 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 emphasize in their respective accounts. Integration of Knowledge and Ideas ● RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. ● RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. ● RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. Range of Reading and Level of Text Complexity ● 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.	revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Research to Build and Present Knowledge ● WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ● WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing ● 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.	
ENDURING UNDERSTANDINGS		
ESSENTIAL QUESTIONS		
The students will understand that:		
• The Northern States used its many advantages to defeat the Confederacy. • The significance of the Emancipation Proclamation. • The Union victory in the Civil War provided a ‘new birth of freedom’ for the nation. • The Reconstruction Era leaders attempted to resolve the controversy over treatment of the defeated Southern states. • Reconstruction failed to resolve the social, economic, and racial challenges facing the United States after the Civil War.		
Students will explore:		
• What impact did political and military leadership have on the outcome of the war? • How did the political actions of President Lincoln affect the outcome of the war? • How did constitutional disagreements impact the laws of the country before and after the war? • How did the events of the Civil War and Reconstruction have a lasting impact on current events? • Analyze how military strategy, economic and demographic resources contributed to the outcome of the war.		
UNIT LEARNING TARGETS (Students will know how to...)		
• Analysis of both primary and secondary text material. • Application of textual evidence in written and oral responses. • Describe, compare, and evaluate multiple historical developments within society. • Recognize, analyze and evaluate the dynamics of historical continuity and/or change over time. • Identify, analyze, and evaluate multiple cause and effect relationships in an historical context. • Situate the argument by explaining the broader historical events, developments or processes. • Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and identify turning points.		
LEARNING ACTIVITIES: (Students will be able to...)		
• Primary and Secondary source readings and analysis (See below) • Writing skill development • Argumentative writings (SAQs, LEQ, and DBQ) • Civil War Project		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS

• Reading Quiz • Map Quiz • Completed Venn Diagram/Charts • Reading Guide • Discussion • Debate • DBQs and/or Position Papers/Statements • Analysis of charts, graphs, maps, Venn Diagrams, T Charts, etc.	• Unit 6 Test (MC) • Unit 6 Test (Essay/Short-answer)	• Unit 6 Test (Modified) • Comparative Analysis of Lincoln's Wartime Speeches.
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: • President Lincoln's <i>First Inaugural Address</i> • President Lincoln's <i>Second Inaugural Address</i> • <i>Gettysburg Address</i> • 13th, 14th, and 15th Amendment • "Second Corrupt Bargain" / Election of 1876 Political Cartoon • <i>O Captain, My Captain</i> by Walt Whitman • <i>The Man Without a Country</i> short story • Lincoln's account for suspending the writ of habeas corpus • Chief Justice Roger Taney's take on Lincoln's suspension of the writ of habeas corpus • Accounts from the NY Draft Riots • <i>Slavery By Another Name</i> • <i>Cornerstone Speech</i> by Alexander Stephens • Thomas Nast Political Cartoons on Reconstruction. Secondary Sources: • Map and analysis of Sherman's March Audio/Video Resources: • <i>Lincoln</i>		• Chromebooks • Projectors • Audio/visual classroom resources • 1:1
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		

CONTENT AREA:	United States History I	GRADE LEVEL	10
UNIT 7: The Development of the Industrial United States			
UNIT SUMMARY			
This unit will trace American industrial development across the 19th century. At the dawn of the 19th century, the United States experienced an Industrial Revolution. By mid century, technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption, and changed the daily lives of Americans. The Industrial Revolution and immigration had a powerful impact on political parties and decision making, labor relations, urbanization, the environment, cultural values of the country. The migration of so many people to the United States created tensions between ethnic and social groups. The Gilded Age will bring about a second wave of industrialization to the country.			
NEW JERSEY STUDENT LEARNING STANDARDS			
6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability. 6.1.12.A.5.b Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. 6.1.12.B.5.a Explain how the Homestead Act, the availability of land and natural resources, and the development of transcontinental railroads and waterways promoted the growth of a nationwide economy and the movement of populations. 6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities. 6.1.12.C.5.a Analyze the economic practices of corporations and monopolies regarding the production and marketing of goods, and determine the positive or negative impact of these practices on individuals and the nation and the need for government regulations. 6.1.12.C.5.b Compare and contrast economic development of the North, South, and West in the post-Civil War period. 6.1.12.C.5.c Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals. 6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers. 6.1.12.D.5.c Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations. 6.1.12.D.5.d Relate varying immigrants' experiences to gender, race, ethnicity, or occupation			
21st CENTURY LIFE AND CAREER READY PRACTICES			
CRP2. Apply appropriate academic and technical skills. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.			

CRP11. Use technology to enhance productivity.
CRP12. Work productively in teams while using cultural global competence.

TECHNOLOGY STANDARDS

8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources. Select and use applications effectively and productively.
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.
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers

CROSS-CURRICULAR CONNECTIONS

ELA: Students will formulate an understanding of urbanization and tenement life through a book or reading ie.. Charles Dickens
Economics: Analysis of the “Masters of the Senate” cartoon, Puck magazine to understand the capitalist v. robber baron mentality.

READING ACROSS CONTENT AREAS	WRITING ACROSS CONTENT AREAS
Key Ideas and Details ● 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.9-10.3. Analyze in detail a series of events described in a text; draw	Text Types and Purposes ● WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence. ● WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. Production and Distribution of Writing ● WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style

connections between the events, to determine whether earlier events caused later ones or simply preceded them. Craft and Structure ● 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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone. ● RH.9-10.5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. ● 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 emphasize in their respective accounts. Integration of Knowledge and Ideas ● RH.9-10.7. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums. ● RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims. ● RH.9-10.9. Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts. Range of Reading and Level of Text Complexity ● 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.	are appropriate to task, purpose, and audience. ● WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. Research to Build and Present Knowledge ● WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ● WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing
--	---

	● 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.
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
The students will understand that: ● The Industrial Revolution affected farmers, factory workers, and other wage earners in the United States. ● The increasing numbers of immigrants affected American society in the late 19th century. ● The disparity between rich and poor widened as a result of the Second Industrial Revolution. ● Various segments of the population responded to changes in the American economy and social structure in the late 19th century. ● Native Americans attempted to hold on to their land and culture when confronted with the movement of people from the Atlantic and Pacific coasts.	Student will explore: ● How did the building and completion of the Transcontinental Railroad affect migration, the growth of regional and ethnic identities, the economy, the environment, and the Native Americans? ● How effective were the strategies developed by the government, reformers, and the Native Americans themselves to shape the role of Native Americans in American society? ● To what extent was the Gilded Age truly “gilded”? ● Analyze the political, economic, and social impact of big business in the United States from 1865 through 1900 ● How does migration and immigration shape America’s future?
UNIT LEARNING TARGETS (Students will know how to...)	
● Analyze both primary and secondary text material. ● Apply textual evidence in written and oral responses. ● Describe, compare, and evaluate multiple historical developments within society. ● Recognize, analyze and evaluate the dynamics of historical continuity and/or change over time. ● Identify, analyze, and evaluate multiple cause and effect relationships in an historical context. ● Situate the argument by explaining the broader historical events, developments or processes. ● Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events into discrete blocks and identify turning points.	

LEARNING ACTIVITIES: (Students will be able to...)		
• Primary and Secondary source readings and analysis (See below) • Writing skill development • Argumentative writings (SAQs, LEQ, and DBQ) • Labor Movement simulation • Jim Crow law simulation • Old Immigrants and New Immigrants Comparison Venn Diagram		
EVIDENCE OF LEARNING:		
FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
• Reading Quiz • Map Quiz • Completed Venn Diagram/Charts • Reading Guide • Discussion • Debate • DBQs and/or Position Papers/Statements • Analysis of charts, graphs, maps, Venn Diagrams, T Charts, etc.	• Unit 7 Test (MC) • Unit 7 Test (Essay/Short-answer)	• Unit 7 Test (Modified) • “Modern American Emerges” Research Project
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
Primary Sources: • Andrew Carnegie’s <i>Gospel of Wealth</i> • Various excerpts from John D. Rockefeller. • <i>Plessy v. Ferguson</i> • Chinese Exclusion Act • <i>U.S. v. Wong Kim Ark</i> • <i>Frontier Thesis</i> by Frederick Jackson Turner • <i>Bury My Heart at Wounded Knee</i> • The Omaha Platform • <i>Cross of Gold</i> speech • 10 Days That Changed America - <i>The Homestead Strike</i> • <i>New Colossus</i> and <i>The Unguarded Gates</i> poems Audio/Video Resources: • America - The Story of Us		• Chromebooks • Projectors • Audio/visual classroom resources • 1:1

DIFFERENTIATION:
Sparta Twp. Public Schools Differentiation Strategies
TEACHER NOTES:

CONTENT AREA:		GRADE LEVEL	
UNIT 1:			
UNIT SUMMARY			
NEW JERSEY STUDENT LEARNING STANDARDS			
21st CENTURY LIFE AND CAREER READY PRACTICES			
TECHNOLOGY STANDARDS			
CROSS CURRICULAR CONNECTIONS			
READING ACROSS CONTENT AREAS		WRITING ACROSS CONTENT AREAS	
ENDURING UNDERSTANDINGS		ESSENTIAL QUESTIONS	
Students will understand that:			
UNIT LEARNING TARGETS (Students will know how to...)			
LEARNING ACTIVITIES: (Students will be able to...)			
EVIDENCE OF LEARNING:			

FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS	ALTERNATIVE ASSESSMENTS
INSTRUCTIONAL MATERIALS/RESOURCES		TECHNOLOGY RESOURCES
DIFFERENTIATION:		
Sparta Twp. Public Schools Differentiation Strategies		
TEACHER NOTES:		