

Course Title – MD United States History 1	
Implement start year – 2016-2017	
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Unit # 1 , topic – Colonization and Settlement	
Transfer Goal – Students will be able to independently use their learning to advocate for themselves and other community members who are discriminated against for being different.	
Stage 1 – Desired Results	
<u>Established Goals</u> 2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm) Common Core Curriculum Standards for Math and English (http://www.corestandards.org) 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American	<u>21st Century Themes</u> <u>(www.21stcenturyskills.org)</u> <input type="checkbox"/> _ Global Awareness <input checked="" type="checkbox"/> _ Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> _ Civic Literacy <input checked="" type="checkbox"/> _ Health Literacy <input checked="" type="checkbox"/> _ Environmental Literacy

<p>heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>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.</p> <p>6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.12.B.1.a Explain how geographic variations (e.g., climate, soil conditions, and other natural resources) impacted economic development in the New World.</p> <p>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.</p> <p>6.1.12.D.1.a Assess the impact of the interactions and conflicts between native groups and North American settlers.</p> <p>CCS.ELA-literacy.rh.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p>	<p style="text-align: right;">21st Century Skills</p> <p><i>Learning and Innovation Skills:</i> <input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input checked="" type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i> <input checked="" type="checkbox"/> Flexibility and Adaptability <input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> The desire of individual rights and freedoms lead to immigration, population shifts and governmental change.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● What motivates a group to move? ● What hardships and experiences may the colonists have encountered? ● How did religious discrimination influence settlement in the colonies?

<p><i>EU 2</i> Property ownership influenced economic, social and cultural change.</p> <p><i>EU 3</i> The growth of colonies and the availability of natural resources directly affected the relationship between colonist and native groups.</p>	<ul style="list-style-type: none">• How were the viewpoints between British government and the colonists different? <p><i>EU 2</i></p> <ul style="list-style-type: none">• Can people be property?• How does property ownership improve status in society? <p><i>EU 3</i></p> <ul style="list-style-type: none">• Why was the availability of natural resources important to the location of the settlement?• How did the location of the settlement affect the relationship with natives?
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<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The hardships of early colonists • Reasons for settlements forming in the Americas • The American colonies and what made each unique • The similarities and differences in early forms of colonial government. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The role slavery played in colonialism • The methods England used to encourage the settlements of the new colonies <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Conflicts that resulted between Native Americans and colonists • The differences between the three colonial regions • Ways in which Native Americans lives changed due to colonial expansion 	<p>Skills: <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Label a map • Use a map key • Compare and contrast using visual aides • Read a timeline <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Describe issues with discrimination • Connect historical events to present day issues <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Differentiate between different points of view • Read and interpret a graph/charts
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks: <i>Each unit must have at least 1 Performance Task. Consider the GRASPS form.</i></p> <ul style="list-style-type: none"> • The students will create a brochure to convince people in NJ to become a landowner on a newly discovered island with a teacher assigned climate zone. As governor of the island, they will have to have to establish rules for the island, produce a list of natural resources they can use to survive, and develop ways to communicate and have a positive relationship with natives on the island that do not speak. Students will be evaluated using a rubric. (EU1, EU2, EU3) 	

- The student is an employee at a local business. They witness a situation at the workplace in which a co-worker is being discriminated against for having a different religious belief than that of a fellow employee. The students will write a letter to Human Resources describing the problem about religious discrimination in the workplace and its inappropriateness while offering practical solutions to correct the issue. (EU1)

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Test/Quizzes
- Venn Diagrams
- Timelines
- Projects
- Observations
- Maps
- Presentations

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Create a KWL chart about colonialism (A)
- Locate on a map geographic regions of colonies (A)
- Create a timeline about the early colonies (A,M)
- Identify and describe activities and programs within the school setting that promote anti-discrimination (A,M)
- Discuss common reasons for discrimination (A, M)
- View video clips and answer questions using Brain Pop on appropriate topics being discussed (A)
- Design word wheel using key vocabulary words (A)
- Create a Web to describe slavery in America. (A)
- Develop a cause and effect graphic organizer illustrating the impact of colonization on Native Americans. (M)
- Create an advertisement for the Virginia company (A,M)
- Chart reasons for settlement in each region of the colonies (M)
- Create a mobile on a specific aspects of a colony (i.e. Governor, climate, resources) (A,M)
- Chart reasons why colonists wanted freedom from Great Britain (A)
- Create a diorama of the first Thanksgiving (M)
- Write a journal about being a slave in colonial America (M,T)
- Write a letter to your family back in England to describe life in America (M,T)
- Develop a classroom compact for class rules (M,T)
- Compare and contrast government in the early colonies to today's government. (T)
- Present current event about persecution today (T)