

Course Title – MD United States History 1	
Implement start year – 2017-2018	
Revision Committee Members, email, extension – Dane Reed, dreed@lrhsd.org , X8438 Amanda Barlow, abarlow@lrhsd.org , X8525 Marc Rohm, mrohms@lrhsd.org , X8996 Pamela Zlupko, pzlupko@lrhsd.org , X8829	
Unit # 2 , topic – Revolution and New Nation	
Transfer Goal – Students will be able to independently use their learning to positively contribute to society based on the fundamental values of American citizenship.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>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 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.b Analyze how gender, property ownership, religion, and legal status affected political rights.</p> <p>6.1.12.A.2.a Assess the importance of the intellectual origins of the Foundational Documents (i.e., Declaration of Independence, the Constitution, and Bill of Rights) and assess their importance on the spread of democracy around the world.</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/>_X_ Global Awareness <input type="checkbox"/>_X_ Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/>_X_ Civic Literacy <input type="checkbox"/>_Health Literacy <input checked="" type="checkbox"/>_X_ Environmental Literacy</p> <hr/> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i> <input type="checkbox"/>_X_ Creativity and Innovation <input type="checkbox"/>_X_ Critical Thinking and Problem Solving <input type="checkbox"/>_X_ Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i> <input type="checkbox"/>_X_ Information Literacy <input type="checkbox"/>_X_ Media Literacy <input checked="" type="checkbox"/>_X_ ICT (Information, Communications and Technology) Literacy</p>

<p>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.</p> <p>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.</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><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p> <p><input checked="" type="checkbox"/> Initiative and Self-Direction</p> <p><input checked="" type="checkbox"/> Social and Cross-Cultural Skills</p> <p><input checked="" type="checkbox"/> Productivity and Accountability</p> <p><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> historical documents were essential for establishing the principles and ideals for American democracy</p> <p><i>EU 2</i> conflict is a result of a perceived need for political, economic, or social change by a population</p> <p><i>EU 3</i> creating a system of government was crucial for the future success of the nation</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How did the Bill of Rights establish basic human rights within the United States? • How did the Declaration of Independence reflect the ideology of the founding fathers? • What is the purpose of a constitution? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What are reasons nations go to war? • How do nations obtain resources to support a war? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Why was it necessary to establish 3 branches of the government? • How does a system of checks and balances maintain a successful government? • What role does compromise play in an effective government?

<p>Knowledge: Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The importance of the Continental Congress • The main ideas expressed in the Declaration of Independence • The key figures involved in drafting the Declaration of Independence and Constitution • The rights guaranteed by the Bill of Rights <p><i>EU 2</i></p> <ul style="list-style-type: none"> • The issues that existed between the colonies and England • Methods of rebellion utilized by the colonists • Consequences of taxation on the colonies • Advantages and disadvantages of the armies during the revolution • Key events that led to American independence <p><i>EU 3</i></p> <ul style="list-style-type: none"> • The three branches of the government • The role of the three branches of the government • Benefits of checks and balances • Key compromises that shaped the new government 	<p>Skills: Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Interpret historical documents • Compare and contrast using visual aides <p><i>EU 2</i></p> <ul style="list-style-type: none"> • Read and label a map • Read a timeline • Compare and contrast using visual aides • Recognize cause and effect relationships <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Differentiate between different points of view • Read and interpret charts and graphs • Compare and contrast using visual aides • Debate an issue
---	---

Stage 2 – Assessment Evidence

Recommended Performance Tasks: *Each unit must have at least 1 Performance Task. Consider the GRASPS form.*

- The student will assume the role of a politician running for office. They will select and research a current event issue and develop a stance on the issue in order to create a political platform referencing how it relates back to constitutional rights. Addressing Congress, they will deliver a speech outlining their viewpoint and highlighting the need or lack of need for political change. Within the speech, they will describe actions needed to accomplish this change and how all three branches of government could support this change. The student will have to field questions about the issue from the members of the community. (EU1, EU2, EU3)

Other Recommended Evidence:

- Tests/Quizzes
- Timelines
- Observations
- Class discussions
- Presentations
- Community Based Experiences

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.*

- Hold classroom debate about taxes (M,T)
- Create a cause and effect chart on the events leading to the American Revolution (A, M)
- Create a cause and effect chart on a current event (T)
- Define key vocabulary terms relating to the Constitution and the events of the American Revolution (A)
- Develop an outline breaking down the parts of the Constitution. (A)
- Identify key figures of the American Revolution (A)
- Role play Patriot versus Loyalist regarding the Boston Tea Party (M)
- Create a flip book for the Declaration of Independence (A, M)
- Create a poster/advertisement ratifying the constitution (A, M)
- Develop a Venn Diagram between two armies (A, M)
- Create a brochure outlining the roles of the branches of the government (A, M)
- Piece together a puzzle describe the process of checks and balances (A.M)
- Dissect the Preamble of the Constitution (M,T)
- Propose change on a school policy (T)
- Write a letter assuming the role of a soldier camped at Valley Forge (T)
- Develop and vote on a set of classroom rules (M, T)