

Course Title – MD United States History 1	
Implement start year – 2017-2018	
Revision Committee Members, email, extension – Dane Reed, dreed@lrhdsd.org , X8438 Amanda Barlow, abarlow@lrhdsd.org , X8525 Marc Rohm, mrohms@lrhdsd.org , X8996 Pamela Zlupko, pzlupko@lrhdsd.org , X8829	
Unit #3 , topic – Expansion and Reform	
Transfer Goal – Students will be able to independently use their learning to promote cultural understanding through the consideration of multiple perspectives and by valuing diversity.	
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/)	<u>21st Century Themes</u> (www.21stcenturyskills.org) <input checked="" type="checkbox"/> _ Global Awareness <input type="checkbox"/> _ Financial, Economic, Business and Entrepreneurial Literacy <input checked="" type="checkbox"/> _ Civic Literacy <input type="checkbox"/> _ Health Literacy <input checked="" type="checkbox"/> _ Environmental Literacy
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

6.1.12.A.2.b 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.

6.1.11.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.B.3.a Assess the impact of Western settlement on the expansion of United States People, and the 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.C.3.b Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.

6.1.12.D.3.a Determine how expansion created opportunities for some and hardships for others Culture, and 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 influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).

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.

21st Century Skills

- Learning and Innovation Skills:*
 Creativity and Innovation
 Critical Thinking and Problem Solving
 Communication and Collaboration
- Information, Media and Technology Skills:*
 Information Literacy
 Media Literacy
 ICT (Information, Communications and Technology) Literacy
- Life and Career Skills:*
 Flexibility and Adaptability
 Initiative and Self-Direction
 Social and Cross-Cultural Skills
 Productivity and Accountability
 Leadership and Responsibility

<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> The desire of property ownership, economic needs and political factors lead to migration and population shifts.</p> <p><i>EU 2</i> Technological advancements and industry facilitated economic and population growth.</p> <p><i>EU 3</i> Influxes of immigrants can introduce conflict, new ideas, customs, and beliefs into an existing culture.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Why was expansion a priority for the United States? ● What hardships would one encounter moving from an established community to the open frontier? ● How did the availability of natural resources influence westward expansion? <p><i>EU 2</i></p> <ul style="list-style-type: none"> ● Does technology improve daily life? ● In what ways did growth of industry stimulate population growth? ● Does teamwork improve productivity? <p><i>EU 3</i></p> <ul style="list-style-type: none"> ● Why would someone want to move to the United States? ● How can a society embrace immigrants? ● Are consequences of immigration more positive or negative?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● The impact of the Louisiana Purchase ● The Missouri Compromise and its effects ● The effects of the California Gold Rush ● The role of pioneers settling in the frontier 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> ● Read a map ● Read a map key ● Compare and contrast a Venn Diagram

<p><i>EU 2</i></p> <ul style="list-style-type: none"> • Technological advancements in transportation • The relationship between technology and economic growth • New employment opportunities from advancements in technology <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Sources of European immigration in the mid 1800's • Reasons for the rise in immigration • Hardships immigrants faced once they arrived in the United States 	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • Recognize cause and effect relationships • Complete and utilize a graphic organizer • Interpret various forms of media <p><i>EU 3</i></p> <ul style="list-style-type: none"> • Read a map • Read and interpret charts and graphs • Recognize cause and effect relationships
<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 student is an owner of a local cookie making factory. The equipment and recipes are based on German design. They are to design a video for an employment agency that will encourage German immigrants to seek employment in their factory. Students should include in their video information about technology used in making cookies and the benefits of those technologies, as well as different jobs that would be needed to make the cookies. (EU2, EU3) • The student will write a letter as an immigrant planning to come to the United States. In the letter, the student must express reasons for immigration and concerns about adjusting to American society. The students will exchange letters and assume the role of an American citizen offering advice and easing concerns of the immigrant. (EU1, EU3) 	
<p>Other Recommended Evidence:</p>	

- Tests/Quizzes
- Timelines
- Observations
- Class Discussions
- Presentations
- Community Based Experience

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.*

- Map the states affected by the Missouri Compromise by labeling(A)
- Map the Louisiana Purchase by coloring (A)
- Evaluate a bar graph on population and immigration in 1800s (A)
- Chart the differences between the North and the South (A)
- Compare and contrast different forms of transportation (A, M)
- Evaluate the impact and effectiveness of different forms of transportation in the South Jersey area (T)
- Create a storybook about traveling the Oregon Trail (A, M) Compare the effects of a current mass migration to the effects of the California Gold Rush (M,T)
- Develop a chart of positive and negative impacts of immigration (A, M)
- Write about a current event of immigration in the world today (M)
- Debate advantages and disadvantages of the factory system (M)
- Create a electronic collage of the reasons people immigrated (A, M)
- Design a mobile of new technology created during the 1800s (A)
- Create a diary of a pioneer's journey west (A, M)
- Create a cause and effect graphic organizer for immigration (A, M)
- Design a collage poster about immigration (A, M)
- Construct a Venn Diagram comparing immigration in the 1800s to immigration today (M)
- Create a planning chart showing advantages and disadvantages of moving to a country in Europe (T)

