

Somerville Schools 2017
CURRICULUM MAP WITH SCOPE AND SEQUENCE

Course: US History I		Subject Area: Social Studies		Grade Level: 10
	Unit 1: Founding Documents	Unit 2: Sectionalism and the Civil War	Unit 3: Reconstruction	
Enduring Understandings	<ul style="list-style-type: none"> The Founding Documents and their ideals provide the basis for modern American Government. The Bill Of Rights contains language that is open to interpretation which leads to sectional differences. 	<ul style="list-style-type: none"> There were vast differences in the economies, societies, and political views of the North and South. Sectional interests and distrust affected the nation’s policies. 	<ul style="list-style-type: none"> A detailed plan was needed in order to reconstruct the South and allow the former Confederate states back into the Union. Deep divisions and diverse perspectives in the nation often hindered reconstruction. 	
Essential Questions	<ul style="list-style-type: none"> When are overthrows of a government justified? What are your fundamental freedoms? How are they protected? 	<ul style="list-style-type: none"> How did complex governmental issues combine to cause regional strife? What role did sectionalism have in the slavery debate? 	<ul style="list-style-type: none"> What were the successes and challenges of reuniting the nation after the Civil War? In what ways did the results of Reconstruction affect American culture? 	
Content Knowledge	K1: Identify and compare natural rights and rights granted by custom or common law.	K1: Why slavery in the territories was a divisive issue between North and South and how congress tried to settle the issue in 1850 K2: Why the reactions to the Fugitive Slave Act increased tensions between the North and South K3: How the Kansas-Nebraska Act was seen differently by the North and South K4: The positions of Abraham Lincoln and Stephen Douglas on the issue of slavery K5: The various resources and strategies of the North and South. K6: Why the outcome of the election of 1860 led to the states seceding from the Union.	K1. The various perspectives regarding Reconstruction, including the plans of Lincoln, Johnson, and Congress K2. The implications of Constitutional Amendments 13-15 on Reconstruction and NJ history K3. How and why Republicans gained control of southern state governments K4. The efforts put in place to limit African Americans’ rights in the South and its effects on migration K5. The successes and failures of Reconstruction	

			K6. What led to the collapse of Reconstruction
Major Skills	<p>S1: Examining and interpreting primary documents to identify purpose and provide supporting evidence to support a position.</p> <p>S2: Investigating the events that lead to the outbreak of war.</p> <p>S3: Analyzing visual images and integrating it with textual information</p>	<p>S1: Investigating the events that lead to the outbreak of war.</p> <p>S2: Analyzing visual images and integrating it with textual information</p> <p>S3: Comparing maps and drawing inferences regarding political change</p>	<p>S1. Evaluating plans proposed to unite two or more differing groups</p> <p>S2. Investigating economic growth after times of conflict</p> <p>S3. Developing historical thinking skills by using primary sources as</p> <p>S4. Analyzing political cartoons</p>
Performance Based Assessments	<p>Six Big Ideas about the Constitution (National Archives):</p> <p>Students will complete activities and participate in discussions that provide for review and deeper understanding of constitutional issues that impact the issue of sectionalism and state's rights.</p>	<p>Picture Book Project: Examine the reasons for sectionalism by 1850 by examining differences between the North and South politically, socially, and economically. With a partner, use the following pictures to compare and contrast the North and the South politically, socially, and economically. Identify the correct pictures that represent the North or the South politically, socially, and economically. Cut out, paste, and label the pictures in a picture book. To do so, each set of pictures will represent a different chapter in the book (3 chapters). You are required to create an innovative title for each chapter of the book, and an explanation of the similarities and/or differences between the North and the South. You are also required to create a title for your picture book, as well as a thesis statement that will be placed on the front cover that will quickly summarize the message of your book.</p>	<p>Freedmen's Bureau Document Analysis: How effective were the efforts of the Freedmen's Bureau? Students will analyze primary source documents about the Freedmen's Bureau and determine its effectiveness in aiding freed slaves. Students will place each document on an online scale in order to provide a visual representation of the Freedmen's Bureau's impact.</p>
Formative Assessment	<ul style="list-style-type: none"> Do Nows/Admit Slips 	<ul style="list-style-type: none"> Do Nows/Admit Slips 	<ul style="list-style-type: none"> Do Nows/Admit Slips

	<ul style="list-style-type: none"> • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes 	<ul style="list-style-type: none"> • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes 	<ul style="list-style-type: none"> • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes
Summative Assessment	<ul style="list-style-type: none"> • Tests/quizzes • DBQs/essays/writing assessments • Presentations • Reports 	<ul style="list-style-type: none"> • Tests/quizzes • DBQs/essays/writing assessments • Presentations • Reports 	<ul style="list-style-type: none"> • Tests/quizzes • DBQs/essays/writing assessments • Presentations • Reports
Digital Platforms	Chromebooks National Archives Online Newsela	Chromebooks National Archives Online Newsela	Chromebooks Newsela American Historical Association National Archives
Sources: Instructional Materials	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop 	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop 	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop
NJSLS Standards	<p>6.1.12.A.3.h: Analyze the various rationales provided as a justification for slavery.</p> <p>6.1.12.A.3.i: Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.</p>	<p>6.1.12.A.3.h: Analyze the various rationales provided as a justification for slavery.</p> <p>6.1.12.A.3.i: Relate the impact of the Supreme Court decision regarding the Amistad to the antislavery movement.</p>	<p>6.1.12.B.4.b Analyze the impact of population shifts and migration patterns during the Reconstruction period.</p> <p>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.</p>

	<p>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).</p> <p>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.</p> <p>6.1.12.C.4.a: Assess the role that economics played in enabling the North and South to wage war.</p> <p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>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).</p> <p>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.</p> <p>6.1.12.C.4.a: Assess the role that economics played in enabling the North and South to wage war.</p> <p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>6.1.12.C.4.c Explain why the Civil War was more costly to America than previous conflicts were</p> <p>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.</p> <p>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.</p> <p>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</p> <p>Support Standards:</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p>
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	<p>compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards: 9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards: CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p>	<p>compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards: 9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards: CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p>	<p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards: 9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards:</p>
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	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
Pacing	Approximately 4 weeks	Approximately 4 weeks	Approximately 4 weeks
Accommodations/ Modifications	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers • Raise levels of intellectual demands 	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers • Raise levels of intellectual demands 	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers

	<ul style="list-style-type: none"> • Differentiate content, process or product depending on students' readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>	<ul style="list-style-type: none"> • Differentiate content, process or product depending on students' readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>	<ul style="list-style-type: none"> • Raise levels of intellectual demands • Differentiate content, process or product depending on students' readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>
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Course: US History I	Subject Area: Social Studies		Grade Level: 10
	Unit 4: Industrialization	Unit 5: Immigration and Urbanization	Unit 6: Progressivism
Enduring Understandings	<ol style="list-style-type: none"> 1. The American Industrial Revolution impacted everyday life and government policy 2. Technology has both positive and negative impacts on society 	<ol style="list-style-type: none"> 1. Millions of immigrants moved to American cities in the late 1800s and early 1900s and influenced the economy and culture 2. Urban growth had both positive and negative influences on city life 	<ol style="list-style-type: none"> 1. Challenging social problems led to a movement called Progressivism, which believed that new ideas and honest, efficient government could bring social justice 2. Progressive ideas brought lasting reforms that still affect society today
Essential Questions	<ol style="list-style-type: none"> 1. How did emerging technologies transform life in the United States? 2. What was the impact of industrialization on the American Worker 	<ol style="list-style-type: none"> 1. In what ways did immigrants affect the American economy and culture? 2. What were the causes and effects of urban growth in the late 1800s? 3. Why did the cities of the late nineteenth century have many problems? 	<ol style="list-style-type: none"> 1. How do the outcomes of political reform continue to affect American society?
Content Knowledge	<p>The effects of technological advances (e.g., electricity, railway system, telephone on daily life)</p> <p>K2: Innovations that transformed business practice (e.g., Homestead Act, transcontinental railroad, assembly lines)</p> <p>K3: The effect of industrialization on the working class (e.g., creation of labor unions, boycotts, strikes)</p>	<p>K1. Immigrant experiences from the late 1800s to early 20th century (Angel Island, Ellis Island)</p> <p>K2. The social, cultural, and economic challenges associated with urban growth due to immigration</p> <p>K3. Issues impacting the lives of urban dwellers (housing, sanitation, transportation, early public education)</p>	<p>K1: The political reforms that addressed unfair business practices and political and economic corruption</p> <p>K2: Advocacy movements (e.g., women’s suffrage, temperance movement, workplace safety movement)</p> <p>K3: The efforts of reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Jane Hull)</p>

	<p>K4: The response of workers to abuses in the workplace</p>	<p>K4. The personal gain of politicians due to industrialization</p> <p>K5. The need for reform due to urban growth</p> <p>K6. The new forms of popular entertainment in the late 1800s</p>	<p>K4: Early efforts to protect natural resources</p> <p>K5: National policies of progressive presidents</p>
Major Skills	<p>S1: Analyzing and comparing how two sources have contrasting views</p> <p>S2: Collaborating with peers to produce a product</p> <p>S3: Connecting simulation experiences to historical events and reflecting on knowledge gained</p>	<p>S1. Analyzing symbols, labels, and meaning in political cartoons</p> <p>S2. Analyzing photographs as primary sources</p> <p>S3. Analyzing statistics and data to understand trends</p>	<p>S1: Conducting research to gather and analyze relevant information</p> <p>S2: Presenting information and analysis to peers</p> <p>S3: Analyzing primary sources and propaganda posters</p>
Performance Based Assessments	<p>Create a Labor Union Project: Imagine that you are workers during the late 19th century. Your group will create a union. Use shared Google Slides to make three slides to present your union plan. First, read the list of 'Work Rules of the Company'. Make a list of your top five grievances in order of priority. Next, make a list of your group's 5 demands and explanation of what you would like changed. Be realistic for the historical time period. Finally, make a Union poster that includes the name, slogan, symbol, and type.</p>	<p>Immigration Political Cartoon Analysis: Read and discuss four political cartoons related to immigration. Answer guiding questions to analyze symbols and labels, then determine if the cartoon is in favor of immigration or against it.</p> <p>Urbanization Simulation: We will begin today's lesson with a urbanization simulation. I am going to give you all a piece of white paper. I am going to read you a story. When I instruct you to do so, you will draw certain things on your paper based on my instructions. You may follow along with the story in the slideshow below, but make sure you are drawing the pictures that I am instructing you to throughout the story. We will discuss</p>	<p>Current Social Problem Research Project: In a small group, you will choose a current societal problem from the list and create a campaign that proposes a solution for the existing problem. Once you select your platform, you must locate reliable data that supports their argument, devise a solution for the problem, and create a slogan and campaign that you would implement across the United States in order to raise awareness and stimulate change.</p>

		your drawing when we are done with the story.	
Formative Assessment	<ul style="list-style-type: none"> • Do Nows/Admit Slips • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes 	<ul style="list-style-type: none"> • Do Nows/Admit Slips • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes 	<ul style="list-style-type: none"> • Do Nows/Admit Slips • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes
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Digital Platforms	<p>Chromebooks Newsela WebQuests National Archives American Historical Association</p>	<p>Chromebooks Newsela WebQuests National Archives American Historical Association</p>	<p>Chromebooks Newsela WebQuests National Archives American Historical Association</p>
Sources: Instructional Materials	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop 	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop 	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop

<p>NJSLS Standards</p>	<p>6.1.12.A.5.a Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.</p> <p>6.1.12.B.5.b Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>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</p> <p>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</p> <p>6.1.12.D.5.a: Analyze government policies and other factors that promoted innovation, entrepreneurship, and industrialization in New Jersey and the United States during this period</p> <p>6.1.12.D.5.b: Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.</p> <p>6.1.12.C.6.a: Evaluate the effectiveness of labor and agricultural organizations in improving economic opportunities for various groups</p>	<p>6.1.12.D.5.d: Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.</p> <p>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.</p> <p>6.1.12.B.5.b: Assess the impact of rapid urbanization on the environment and on the quality of life in cities.</p> <p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	<p>6.1.12.A.6.a: Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.</p> <p>6.1.12.A.6.b: Evaluate the ways in which women organized to promote government policies (i.e., abolition, women's suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.</p> <p>6.1.12.A.6.c: Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessy v. Ferguson) and state and local governmental policies</p> <p>6.1.12.D.6.c: Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment</p> <p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to</p>
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	<p>6.1.12.C.6.b: Determine how supply and demand influenced price and output during the Industrial Revolution</p> <p>6.1.12.C.6.c: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals</p> <p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards: 9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards: CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>	<p>support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of</p>
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	<p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards: 9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards: CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>CRP6. Demonstrate creativity and innovation. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>each source, and integrate the information while avoiding plagiarism.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards: 9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards: CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>		<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
Pacing	Approximately 4 weeks	Approximately 4 weeks	Approximately 4 weeks
Accommodations/ Modifications	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on 	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on 	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers • Raise levels of intellectual demands

	<p>students' readiness, interests and/or learning styles</p> <ul style="list-style-type: none"> • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>	<p>students' readiness, interests and/or learning styles</p> <ul style="list-style-type: none"> • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>	<ul style="list-style-type: none"> • Differentiate content, process or product depending on students' readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>
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Course: US History I	Subject Area: Social Studies		Grade Level: 10
	Unit 7: Imperialism	Unit 8: World War I and Beyond	Unit 9: The Roaring Twenties
Enduring Understandings	<ol style="list-style-type: none"> 1. In the late 1800s America began to acquire influence and territories 2. The United States emerged as a global power 	<ol style="list-style-type: none"> 1. Significant social changes occurred in the United States during WWI 2. Individual rights are often affected due to the need for national security 	<ol style="list-style-type: none"> 1. The United States became an increased world power during the 1920s 2. Increased leisure time and new technologies paved the way for a common culture throughout the United States
Essential Questions	<p>What economic and global circumstances led the United States to increase its role as a world power?</p>	<ol style="list-style-type: none"> 1. What caused the United States to become involved in WWI? 2. How did the United States change, both nationally and on a global scale, as a result of its involvement in WWI? 	<ul style="list-style-type: none"> • How did the United States experience both economic growth and social change in the decade after WWI? • In what ways were moral values affected by WWI? •
Content Knowledge	<p>K1. The resources used to develop the United States economy</p> <p>K2. The needs of the United States to effect expanded global trade market (e.g., access to natural resources, political agreements)</p> <p>K3. The foreign policies of American presidents that led to the establishment of global power for the United States</p>	<p>K1. The long- and short-term causes of WWI</p> <p>K2. Why the United States entered the war on the side of the Allies after initially taking on the position of neutrality</p> <p>K3. Why some Americans opposed involvement in WWI</p> <p>K4. How WWI caused sociological and economic changes for minorities</p> <p>K5. How the American government mobilized the public to support the war effort</p>	<p>K1. Henry Ford's impact on mass production of the automobile</p> <p>K2. The policies of the federal government impacts businesses, the economy, and society</p> <p>K3. The different effects of the economic boom on urban and rural America</p> <p>K4. The impact scandals had on Harding's presidential legacy</p>

		<p>K6. How the United States military contributed to the Allied victory in the war</p> <p>K7. How the goals of Wilson’s Fourteen points differed from those in the Treaty of Versailles</p> <p>K8. The problems Americans faced immediately after the war and how these problems contributed to the Red Scare</p> <p>K9. How racial tensions, violence, restrictive laws, and repressive organizations relate to the Great Migration</p> <p>K10. How the war changed America’s role in world affairs</p>	<p>K5. That Urban and rural America had drastically different viewpoints after WWI</p> <p>K6. Why there was a resurgence of the KKK in the 1920s</p> <p>K7. The successes and failures of the 18th Amendment</p> <p>K8. The themes explored by the artists of the Harlem Renaissance and their impact on society</p>
Major Skills	<p>Analyzing and comparing primary sources</p> <p>S2: Analyzing political cartoons</p> <p>S3: Think critically about policies by explaining ratings with clarity and good reasons</p>	<p>S1. Interpreting and analyzing primary sources</p> <p>S2. Using primary sources as evidence to support ideas</p> <p>S3. Identifying cause and effect relationships</p> <p>S4. Analyzing political cartoons and propaganda posters</p>	<p>S1. Researching key events, people, and terms</p> <p>S2. Using primary sources as supporting evidence</p> <p>S3. Collaborating with peers to create a presentation</p>
Performance Based Assessments	Foreign Policy Report Cards: Complete ‘report cards’ to analyze Roosevelt’s and	WWI Music Project: Students will work in cooperative learning groups to create an	1920’s Project: Students will work in cooperative learning groups to research

	Wilson's foreign policies. Describe the policy or event, give it a grade (A-F) and explain the reason for the grade. Then, complete a venn diagram to compare and contrast their foreign policies.	album of six songs they feel best represent the emotions of specific aspects of the war.	and gather information on a specific topic within the 1920s. Students will then create a presentation on their assigned topic.
Formative Assessments	<ul style="list-style-type: none"> • Do Nows/Admit Slips • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes 	<ul style="list-style-type: none"> • Do Nows/Admit Slips • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes 	<ul style="list-style-type: none"> • Do Nows/Admit Slips • Closure/exit tickets • Class discussions • Assigned homework • Student participation • Self-assessments • Peer assessments • Debates • Reports • Independent work/group work/projects • Quizzes
Summative Assessments	<ul style="list-style-type: none"> • Tests/quizzes • DBQs/essays/writing assessments • Presentations • Reports 	<ul style="list-style-type: none"> • Tests/quizzes • DBQs/essays/writing assessments • Presentations • Reports 	<ul style="list-style-type: none"> • Tests/quizzes • DBQs/essays/writing assessments • Presentations • Reports
Digital Platforms	Chromebooks Newsela WebQuests National Archives American Historical Association	Chromebooks Newsela WebQuests National Archives American Historical Association	Chromebooks Newsela WebQuests National Archives American Historical Association
Sources: Instructional Materials	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop 	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop 	<ul style="list-style-type: none"> • Chromebooks • Pens • Pencils • Paper • Anchor Charts • SMARTboard • Teacher Laptop

<p>NJSLS Standards</p>	<p>6.1.12.B.6.a: Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade</p> <p>6.1.12.C.6.c: Analyze the impact of money, investment, credit, savings, debt, and financial institutions on the development of the nation and the lives of individuals.</p> <p>6.1.12.D.6.b: Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.</p> <p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p>	<p>6.1.12.A.7.a: Analyze the reasons for the policy of neutrality regarding World War I, and explain why the United States eventually entered the war.</p> <p>6.1.12.A.7.b: Evaluate the impact of government policies designed to promote patriotism and to protect national security during times of war on individual rights (i.e., the Espionage Act and the Sedition Amendment).</p> <p>6.1.12.A.7.c: Analyze the Treaty of Versailles and the League of Nations from the perspectives of different countries</p> <p>6.1.12.B.7.a: Explain how global competition by nations for land and resources led to increased militarism.</p> <p>6.1.12.C.7.a: Determine how technological advancements affected the nature of World War I on land, on water, and in the air.</p> <p>6.1.12.C.7.b: Assess the immediate and long-term impact of women and African Americans entering the workforce in large numbers during World War I.</p> <p>6.1.12.D.7.a: Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I</p> <p>6.1.12.D.7.b: Determine the extent to which propaganda, the media, and special interest groups shaped American public</p>	<p>6.1.12.A.8.a: Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.</p> <p>6.1.12.C.8.b: Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women</p> <p>6.1.12.D.8.b: Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.</p> <p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p>
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	<p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards: 9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p>	<p>opinion and American foreign policy during World War I</p> <p>6.1.12.A.8.b: Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.</p> <p>6.1.12.A.8.c: Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.</p> <p>6.1.12.C.8.a: Analyze the push-pull factors that led to the Great Migration.</p> <p>6.1.12.D.8.a: Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence.</p> <p>Support Standards:</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to</p>	<p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards:</p> <p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards:</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p>
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	<p>9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.</p> <p>9.2.12.C.3 Identify transferable career skills and design alternate career plans.</p> <p>9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.</p> <p>9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards: CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>compare the approaches the authors take.</p> <p>RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI.9-10.8. Describe and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and</p>	<p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>
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		<p>sufficient; identify false statements and reasoning.</p> <p>RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.</p> <p>Technology Standards: 8.1.12.A.2, 8.1.12.D.5, 8.2.12.B.4</p> <p>College and Career Readiness Standards: 9.2.12.C.1 Review career goals and determine steps necessary for attainment. 9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals. 9.2.12.C.3 Identify transferable career skills and design alternate career plans. 9.2.12.C.7 Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace. 9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.</p> <p>CRP Standards:</p>	
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		<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p>	
Pacing	Approximately 4 weeks	Approximately 4 weeks	Approximately 4 weeks
Accommodations /Modifications	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on 	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on 	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) • Book room/book talks <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Book room/book talks • Tired graphic organizers to add complex layers

	<p>students' readiness, interests and/or learning styles</p> <ul style="list-style-type: none"> • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>	<p>students' readiness, interests and/or learning styles</p> <ul style="list-style-type: none"> • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) • Discovery Education Techbook (English/Spanish) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>	<ul style="list-style-type: none"> • Raise levels of intellectual demands • Differentiate content, process or product depending on students' readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) <p>Special Education-</p> <ul style="list-style-type: none"> • IEP accommodations and modifications • Extra time as needed • Repeated directions • Read directions aloud • Additional scaffolding as needed • Modified assignments as needed • Guided reading <p>*Please note - The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>
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