

Suggested Time Line How much time will be spent on this learning	Essential Questions and Content What will be taught?	NJCCC Standards What state standards will be met by these objectives?	Instructional Objectives What will the students know or be able to do as a result of this instruction?	Assessment What evidence will I collect that demonstrate that the students have achieved the objective?	Instructional Domain How will the learning be structured?	Instructional Activities What will the students do to achieve the objective?
Unit 1-Connecting With the Past Chapter 3-The English Colonies 2-3 Weeks	What problems did the Jamestown colonists face? What factors led to the increased use of slave labor in Virginia? What were some of the reasons colonists came to the southern colonies? What role did religion play in the establishment of the Massachusetts Bay Colony? What was the basis of the economy of the middle colonies?	6.1 A-1,2,3, 4,6,7,11 6.4 A-1,2,7, 8 C-7,8 6.1 A-1,2,3, 4,6,7,11 6.4 A-1,2 D-1,2,3 6.1 A-1,2,3, 4,6,7,11 6.4 A-1,2 D-1,2,3 6.1 A-1,2,3, 4,6,7,11 6.4 A-1,2 D-1,2,3 6.6 B-2,3	Analyze how Jamestown was founded. Compare and contrast the hardships settlers faced, and why the colony became successful. Describe the role that slavery played in the southern plantation economy. Analyze the reasons why the Pilgrims settled at Plymouth and how the colony started. Compare and contrast the reasons for the founding of the English colonies.	Class discussions In-Class Writing Assignments: Journal Topics Current Events Picture prompts Open-Ended Questions Video Summaries Map/Geography Skills Timelines Comprehension Checks-Critical Thinking Skills Vocabulary Quizzes Homework Essays Projects Tests	Lectures Class discussions Teacher modeling Differentiated Instruction Direct instruction Cooperative learning Graphic organizers Technology: Power points Overhead projector Computer activities Videos Independent and Guided Activities: Reading Writing/Persuasive Note taking Critical thinking Journal Topics Current Events Research Projects: Classroom groups Individual	Participation in class Discussions Cooperative learning Graphic organizers Paired sharing Map/Geography activities Creating timelines Guided and independent Reading & Writing Activities: Textbook Primary & Secondary Sources Picture prompts Critical thinking skills Open-ended questions Research Note taking Persuasive writing Technology: Power point presentations Computer activities Videos Completing Comprehension Checks Vocabulary Participation in Projects: Classroom groups Individual Field Trips

<p>Chapter 4- The American Revolution</p> <p>2-3 Weeks</p>	<p>What was the purpose for the First and Second Continental Congress?</p> <p>How did Britain respond to the colonists' refusal to obey British laws?</p> <p>Why did some colonists question whether independence was a sensible policy?</p> <p>What problems did Washington face as head of the Continental Army? If slaves had been offered their freedom in exchange for fighting, how might that have affected the war?</p>	<p>6.1 A- 1,2,3, 4,6,7,11 6.2 B-1 6.4 E-1,2,3</p> <p>6.1 A-1,2,3, 4,6,7,11 6.6 A-3,4 B-3</p> <p>6.1 A-1,2,3, 4,6,7,11 6.2 B-1,3 6.4 E-1,2,3</p> <p>6.1 A-1,2,3, 4,6,7,11 6.4 E-2,3,4 6.6 A-3,4,11 B-3</p>	<p>Compare and contrast the First and Second Continental Congress meetings. Analyze the events that led to fighting between the colonists and the British. Compare and contrast the arguments for and against declaring independence from England. Compare and contrast the strengths and weaknesses of the Continental and British armies. Analyze the problems the Patriot army faced during the northern campaign of the war. Assess the progress of the Revolutionary War in New York. Interpret the photo of Washington crossing the Delaware. Analyze the battle of Valley Forge. Compare and contrast John Paul Jones' naval strategy. Explain the end of the War.</p>	<p>Class discussions In-Class Writing Assignments: Journal Topics Current Events Picture prompts Open-Ended Questions Video Summaries Map/Geography Skills Timelines Comprehension Checks-Critical Thinking Skills Vocabulary Quizzes Homework Essays Projects Tests</p>	<p>Lectures Class discussions Teacher modeling Differentiated Instruction Direct instruction Cooperative learning Graphic organizers Technology: Power points Overhead projector Computer activities Videos Independent and Guided Activities: Reading Writing/Persuasive Note taking Critical thinking Journal Topics Current Events Research Projects: Classroom groups Individual</p>	<p>Participation in class Discussions Cooperative learning Graphic organizers Paired sharing Map/Geography activities Creating timelines Guided and independent Reading & Writing Activities: Textbook Primary & Secondary Sources Picture prompts Critical thinking skills Open-ended questions Research Note taking Persuasive writing Technology: Power point presentations Computer activities Videos Completing Comprehension Checks Vocabulary Participation in Projects: Classroom groups Individual Field Trips</p>
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<p>Chapter 4-The American Revolution-Battles</p> <p>2-3 Weeks</p>	<p>What was the result of the American victory at Saratoga? Why was it important to the Patriot cause?</p> <p>Why was the Patriots attack on Trenton so successful?</p> <p>What challenges did the Patriot army face at Valley Forge?</p> <p>What were some factors that strengthened the Patriot forces?</p> <p>Why do you think Cornwallis decided to surrender at Yorktown?</p>	<p>6.1 A-1,2,3, 4,6,7,11 6.4 E-1,2,3</p> <p>6.1 A-1,2,3, 4,6,7,11 6.6 A-3,4,11 B-3</p> <p>6.1 A-1,2,3, 4,6,7,11 6.4 E-2,3,4 6.6 A-3,4,11 B-3</p> <p>6.1 A-1,2,3, 4,6,7,11 6.4 E-2,3,4 6.6 A-3,4,11 B-3</p> <p>6.1 A-1,2,3, 4,6,7,11 6.4 E-2,3,4 6.6 A-3,4,11 B-3</p>	<p>Assess the progress of the Revolutionary War in New York.</p> <p>Interpret the photo of Washington crossing the Delaware.</p> <p>Analyze the battle of Valley Forge.</p> <p>Compare and contrast John Paul Jones' naval strategy with the Patriot Army.</p> <p>Explain how the focus of the fighting shifted, leading to the end of the War.</p>	<p>Class discussions In-Class Writing Assignments: Journal Topics Current Events Picture prompts Open-Ended Questions Map/Geography Skills Timelines Comprehension Checks-Critical Thinking Skills Vocabulary Quizzes Homework Essays Projects Tests</p>	<p>Lectures Class discussions Teacher modeling Differentiated Instruction Direct instruction Cooperative learning Graphic organizers Technology: Power points Overhead projector Computer activities Independent and Guided Activities: Reading Writing/Persuasive Note taking Critical thinking Journal Topics Current Events Research Projects: Classroom groups Individual</p>	<p>Participation in class Discussions Cooperative learning Graphic organizers Paired sharing Map/Geography activities Creating timelines Guided and independent Reading & Writing Activities: Textbook Primary & Secondary Sources Picture prompts Critical thinking skills Open-ended questions Research Note taking Persuasive writing Technology: Power point presentations Computer activities Completing Comprehension Checks Vocabulary Participation in Projects: Classroom groups Individual</p>
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