

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 3-The New Republic Chapter 10-The Age of Jackson 2-3 Weeks	Why did Americans admire Andrew Jackson? What was the basis of the economies of the northern, southern and western states? What led to the nullification crisis, and why was it important? What role did Jackson play in removing Native Americans east of the Mississippi? What fears do you think the Cherokee faced as they traveled West?	6.1 A-1,2,3, 4,6,7,11 6.2 C-6 D-5 E-6,7 6.4 F-2 6.1 A-1,2,3, 4,6,7,11 6.2 A1,2,3,5 B-1,2 C-1,2,3 6.4 F-8 6.1 A-1,2,3, 4,6,7,11 6.2 A1,2,3,5 B-1,2 C-1,2,3 6.4 F-8 6.1 A-1,2,3, 4,6,7,11 6.2 A-5 C-2,4 E-6 6.4 E-7 F-10 6.6 C-5 D-4,6	Explain how and why Andrew Jackson was elected President. Analyze the sectional economic differences in the US during the early 1800's. Compare and contrast the controversy over states' rights and the nullification process. Describe Jackson's American Indian Removal Act. Describe the Trail of Tears.	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

Chapter 11- Expanding West	Why did Americans journey westward? How did traveling west encourage both personal achievement and cooperation with others?	6.1 A-1,2,3, 4,6,7,11 6.4 E-6 F-3,9 6.6 C-5 D-4,6	Compare and contrast the motives of settlers who journeyed westward. Describe the hardships of mountain men and settlers who journeyed westward.	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
2-3 Weeks	What caused a crisis in the relationship between Texas and Mexico?	6.1 A-1,2,3, 4,6,7,11 6.2 E-1,2 6.4 E-6 6.6 D-4,6	Identify the underlying causes of the Texas Revolution and examine its battles.			
	Why did the southerners and westerners support the Mexican War, while the northerners opposed it? How did the Gold Rush change California?	6.1 A-1,2,3, 4,6,7,11 6.2 E-1,2 6.4 E-6 F-3,9 6.6 C-5 D-4,6	Analyze the reasons why Americans believed that the US had a manifest destiny to claim lands in the West. Explain how the California Gold Rush changed the lives of newcomers and the natives.			
