

<b>Suggested Time Line</b> How much time will be spent on this learning	<b>Essential Questions and Content</b> What will be taught?	<b>NJCCC Standards</b> What state standards will be met by these objectives?	<b>Instructional Objectives</b> What will the students know or be able to do as a result of this instruction?	<b>Assessment</b> What evidence will I collect that demonstrate that the students have achieved the objective?	<b>Instructional Domain</b> How will the learning be structured?	<b>Instructional Activities</b> What will the students do to achieve the objective?
Unit 3 – The Thirteen Colonies  Chapter 5-The New England Colonies  3 Weeks	How did colonization begin in New England? What impact did the religious beliefs of the Puritans affect life and government in the New England Colonies? How did the economy of New England depend upon the area’s natural resources?	6.1 A-1,2,3, 4,6,7,11 6.2 B-1,2 6.4 D-1,2,3, 4 6.6 B-2,3,4	Compare and contrast the various groups of people who settled in New England. Analyze the importance of self-government and that of town meetings in the New England Colonies. Describe the triangular trade routes and the effect they had on slave trade.	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 6- The Middle Colonies</p> <p>3 Weeks</p>	<p>What were some of the factors that contributed to peoples settling in the Middle Colonies? How did religious toleration attract people to the Middle Colonies? Did the geography of the Middle Colonies affect the economy of the area?</p>	<p>6.1 A-1,2,3, 4,6,7,11 6.4 D-1,2,3, 4 6.6 B-2,3,4</p>	<p>Identify the location and reasons for settlement of the Middle Colonies. Describe the importance of religious toleration in the Middle Colonies. Compare and contrast the economic opportunities of the people living in the Middle Colonies.</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 &amp; Writing Activities: Textbook Primary &amp; 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 7-The Southern Colonies</p> <p>3 Weeks</p>	<p>Why and how did the geography of the South affect where people settled in the South?</p> <p>How did the Plantation System affect life in the Southern Colonies?</p> <p>How were the natural resources of the South used by the colonists?</p>	<p>6.1 A-1,2,3, 4,6,7,11</p> <p>6.4 C-7,8 D-1,2,3, 4,6</p> <p>6.6 B-2,3,4</p>	<p>Describe the geography of the Southern Colonies and how it affected where people settled.</p> <p>Analyze the impact that slavery had on the Southern plantation system.</p> <p>Assess how the geography of the South affected the economy of the colonists.</p>	<p>Class discussions</p> <p>In-Class Writing</p> <p>Assignments:</p> <p>Journal Topics</p> <p>Current Events</p> <p>Picture prompts</p> <p>Open-Ended Questions</p> <p>Video Summaries</p> <p>Map/Geography Skills</p> <p>Timelines</p> <p>Comprehension Checks-Critical Thinking Skills</p> <p>Vocabulary</p> <p>Quizzes</p> <p>Homework</p> <p>Essays</p> <p>Projects</p> <p>Tests</p>	<p>Lectures</p> <p>Class discussions</p> <p>Teacher modeling</p> <p>Differentiated Instruction</p> <p>Direct instruction</p> <p>Cooperative learning</p> <p>Graphic organizers</p> <p>Technology:</p> <p>Power points</p> <p>Overhead projector</p> <p>Computer activities</p> <p>Videos</p> <p>Independent and Guided Activities:</p> <p>Reading</p> <p>Writing/Persuasive</p> <p>Note taking</p> <p>Critical thinking</p> <p>Journal Topics</p> <p>Current Events</p> <p>Research</p> <p>Projects:</p> <p>Classroom groups</p> <p>Individual</p>	<p>Participation in class</p> <p>Discussions</p> <p>Cooperative learning</p> <p>Graphic organizers</p> <p>Paired sharing</p> <p>Map/Geography activities</p> <p>Creating timelines</p> <p>Guided and independent Reading &amp; Writing Activities:</p> <p>Textbook</p> <p>Primary &amp; Secondary Sources</p> <p>Picture prompts</p> <p>Critical thinking skills</p> <p>Open-ended questions</p> <p>Research</p> <p>Note taking</p> <p>Persuasive writing</p> <p>Technology:</p> <p>Power point presentations</p> <p>Computer activities</p> <p>Videos</p> <p>Completing Comprehension Checks</p> <p>Vocabulary</p> <p>Participation in Projects:</p> <p>Classroom groups</p> <p>Individual</p> <p>Field Trips</p>
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