

| <b>Suggested Time Line</b><br>How much time will be spent on this learning | <b>Essential Questions and Content</b><br>What will be taught?  | <b>NJCCC Standards</b><br>What state standards will be met by these objectives? | <b>Instructional Objectives</b><br>What will the students know or be able to do as a result of this instruction?   | <b>Assessment</b><br>What evidence will I collect that demonstrate that the students have achieved the objective?   | <b>Instructional Domain</b><br>How will the learning be structured?   | <b>Instructional Activities</b><br>What will the students do to achieve the objective?  |
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| Unit 6- Civil War Times<br><br>Chapter 12-The Civil War<br><br>3 Weeks     | What conflicts existed between the Northern and Southern states?<br>What groups of people were against slavery?<br>How did the US Nation split apart?<br>How was President Lincoln involved with the Civil War?<br>How did the Civil War end? | 6.1 A-1,2,3,4,6,7,11<br>6.2 B-1<br>6.4 F-11<br>G-1<br>6.6 A-4                   | Analyze the sectional differences between the Northern and Southern states.<br>Describe the goals of the abolitionist groups in the US.<br>Compare and contrast the events that led to the US to break apart.<br>Analyze how President Lincoln was involved with the Civil War.<br>Describe how the Civil War ended. | Class discussions<br>In-Class Writing<br>Assignments:<br>Journal Topics<br>Current Events<br>Picture prompts<br>Open-Ended Questions<br>Video Summaries<br>Map/Geography Skills<br>Timelines<br>Comprehension Checks-Critical Thinking Skills<br>Vocabulary<br>Quizzes<br>Homework<br>Essays<br>Projects<br>Tests | Lectures<br>Class discussions<br>Teacher modeling<br>Differentiated Instruction<br>Direct instruction<br>Cooperative learning<br>Graphic organizers<br>Technology:<br>Power points<br>Overhead projector<br>Computer activities<br>Videos<br>Independent and Guided Activities:<br>Reading<br><br>Writing/Persuasive<br>Note taking<br>Critical thinking<br>Journal Topics<br>Current Events<br>Research<br>Projects:<br>Classroom groups<br>Individual | Participation in class<br>Discussions<br>Cooperative learning<br>Graphic organizers<br>Paired sharing<br>Map/Geography activities<br>Creating timelines<br>Guided and independent Reading & Writing Activities:<br>Textbook<br>Primary & Secondary Sources<br>Picture prompts<br>Critical thinking skills<br>Open-ended questions<br>Research<br>Note taking<br>Persuasive writing<br><br>Technology:<br>Power point presentations<br>Computer activities<br>Videos<br>Completing Comprehension Checks<br>Vocabulary<br>Participation in Projects:<br>Classroom groups<br>Individual<br>Field Trips |

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| <p>Chapter 13-A<br/>Changing Nation</p> <p>3 Weeks</p> | <p>What is Reconstruction?<br/>Why did some Americans want to move west?<br/>How were lives of Americans changed by new inventions and new industries in the late 1800's?<br/>What obstacles did new immigrants find when they came to the US?</p> | <p>6.1 A-1,2,3, 4,6,7,11<br/>6.2 B-1,2,3 C-3,4 D-1,2,3,4<br/>6.4. C-3 G-3,4</p> | <p>Explain how Reconstruction efforts affected the North and South.<br/>Analyze why many Americans wanted to move west.<br/>Compare and contrast how the new inventions and industries of the late 1800's changed the lives of Americans.<br/>Describe the challenges the immigrants faced when they came to the US.</p> | <p>Class discussions<br/>In-Class Writing<br/>Assignments:<br/>Journal Topics<br/>Current Events<br/>Picture prompts<br/>Open-Ended Questions<br/>Video Summaries<br/>Map/Geography Skills<br/>Timelines<br/>Comprehension Checks-Critical Thinking Skills<br/>Vocabulary<br/>Quizzes<br/>Homework<br/>Essays<br/>Projects<br/>Tests</p> | <p>Lectures<br/>Class discussions<br/>Teacher modeling<br/>Differentiated Instruction<br/>Direct instruction<br/>Cooperative learning<br/>Graphic organizers<br/>Technology:<br/>Power points<br/>Overhead projector<br/>Computer activities<br/>Videos<br/>Independent and Guided Activities:<br/>Reading<br/><br/>Writing/Persuasive<br/>Note taking<br/>Critical thinking<br/>Journal Topics<br/>Current Events<br/>Research<br/>Projects:<br/>Classroom groups<br/>Individual</p> | <p>Participation in class<br/>Discussions<br/>Cooperative learning<br/>Graphic organizers<br/>Paired sharing<br/>Map/Geography activities<br/>Creating timelines<br/>Guided and independent Reading &amp; Writing Activities:<br/>Textbook<br/>Primary &amp; Secondary Sources<br/>Picture prompts<br/>Critical thinking skills<br/>Open-ended questions<br/>Research<br/>Note taking<br/>Persuasive writing<br/>Technology:<br/>Power point presentations<br/>Computer activities<br/>Videos<br/>Completing Comprehension Checks<br/>Vocabulary<br/>Participation in Projects:<br/>Classroom groups<br/>Individual<br/>Field Trips</p> |
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