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**Course Name: Social Studies**

**Grade: 8**

Board Approved - AUGUST2018

\*All curriculum is aligned with the NJSLS in accordance with the Department’s curriculum implementation timeline and includes all required components (NJ.A.C.6A:8).

**New Jersey Student Learning Standards**

**for**

 **Social Studies**

**INTRODUCTION**

**Social Studies**

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** *Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

**Vision:**  An education in social studies fosters a population that:

• Is civic minded, globally aware, and socially responsible.

• Exemplifies fundamental values of American citizenship through active participation in local and global communities.

• Makes informed decisions about local, state, national, and global events based on inquiry and analysis.

• Considers multiple perspectives, values diversity, and promotes cultural understanding.

• Recognizes the implications of an interconnected global economy.

• Appreciates the global dynamics between people, places, and resources.

• Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

**Intent and Spirit of the Social Studies Standards**

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.2

Social studies instruction occurs throughout the P-12 spectrum:

· At the **Preschool** level, students participate in interdisciplinary activities that promote cultural awareness, sensitivity to individual differences, and respect for diversity.

· In grades **K-4**, students learn fundamental concepts about government, citizenship, geography, economics, and history. The focus of instruction is on developing an understanding of core democratic values, the rights and responsibilities of American citizens, and how key people and events contributed to the development of the American heritage. Exploration of cultural universals enables students to realize how the availability of resources, the changing environment, and innovation impact everyday life.

· In grades **5-8,** students build upon K-4 foundational content. Through instruction in U.S. History and World History/Global Studies, they begin to analyze the implications of government structures and economic policies for individuals, communities, nations, and global relationships. The study of migratory patterns and belief systems that in the past led to cooperation and conflict among groups of people enable students to realize the significance of cultural transmission in today’s global society. Relevant activities that help students connect content knowledge to current issues and that promote service learning empower students to become civic-minded and socially active.

· In grades **9-12**, students continue to study U.S. History and World History/Global Studies. They consider historical viewpoints in order to analyze the role of the individual in society and the significance of fundamental documents to basic human rights. Socratic discussion groups and debate activities enable students to develop sound reasoning and effective communication skills. Opportunities to collaborate with students from around the world and experts in the field, and to develop innovative solutions to real world problems on the local, national, and global levels, mirror the 21st-century workplace and allow students to practice important career skills. By the end of grade 12, students have a heightened understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events in an interconnected world.

**Revised Standards**

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. Minor revisions were made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the New Jersey Student Learning Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

***The Role of Essential Questions***

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

**A. Civics, Government, and Human Rights**

* + How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
	+ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

**B. Geography, People, and the Environment**

* + How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

**C. Economics, Innovation, and Technology**

* + How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
	+ How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

**D. History, Culture, and Perspectives**

* + How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
	+ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

***Organization of the Standards***

The organization and content of the 2014 social studies standards reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses.

* + Standard 6.1 U.S. History: America in the World applies to grades P-12; at the P and K-4 levels, content is organized by strand only; at the 5-8 and 9-12 levels, content organized by era and strand.
	+ Standard 6.2 World History/Global Studies applies only to grades 5-12; at both the 5-8 and 9-12 levels, content organized by era and strand.
	+ Standard 6.3 Active Citizenship in the 21st Century applies to grades P-12; at all levels (P, K-4, 5-8, and 9-12) content is organized by strand only.

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| --- | --- | --- |
| **Standard** | **Grade Level** | **Organization** |
| 6.1 U.S. History: America in the World | P-4 | By strand only |
| 5-8 | By era and strand |
| 9-12 | By era and strand |
| 6.2 World History/Global Studies | 5-8 | By era and strand |
| 8-12 | By era and strand |
| 6.3 Active Citizenship in the 21st Century | P-4 | By strand only |
| 5-8 | By strand only |
| 9-12 | By strand only |

The organizational scheme of the social studies standards highlights the interrelationship among government/civics, economics, and geography during each time period throughout history. (For a full listing of the eras studied, see the Social Studies Timeframe Table.)

In addition, the integration of social studies content *and* skills is essential for understanding and for developing habits of mind that are necessary for students to become informed citizens and contributing members of society. Thus, four key social studies skills (chronological thinking, spatial thinking, critical thinking, and presentational skills) have been identified and elaborated for the three K-12 grade clusters (K-4, 5-8, 9-12). These skills should be systematically integrated into instruction and assessed in conjunction with content. (See the Social Studies Skills Table).

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities** |
| **Unit 1: COLONIAL GOVERNMENTS AND CONSTITUTIONAL CONVENTION** |
| **ESTABLISHED GOALS** | **TRANSFER** |
| * 6.8.1.A.2.a: Determine the roles of religious freedom and participatory government in various North American colonies.
* 6.1.8.A.2.b: Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
* 6.1.8.A.2.c: Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
* 6.1.8.A.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
* 6.1.8.A.3.c: Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
* 6.1.8.A.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
* 6.1.8.A.3.e: Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
* 6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues.
* 6.1.8.B.3.b: Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
* 6.1.8.D.3.b: Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
* 6.1.8.D.3.g: Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
* 6.2.8.A.3.c: Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.
* 6.2.8.A.3.d: Compare the status (i.e., political, economic, and social) of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now.
* 6.2.8.A.3.e: Compare and contrast the American legal system with the legal systems of classical civilizations, and determine the extent to which these early systems influenced our current legal system.
* 6.3.8.A.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
* 6.3.8.A.2: Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
* 6.3.8.A.3: Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
* 6.3.8.B.1: Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
* 6.3.8.C.1: Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
* 6.3.8.D.1: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
 | *Students will be able to independently use their knowledge to…** make informed decisions regarding political choices and the importance of voting.
* explain the foundations of the United States Democratic system.
* Understand how our Democratic Republic functions and the importance of good citizenship.
* know his/her rights as stated in the Constitution and Bill of Rights.
* Become an active citizen in local, state, and federal policies.
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| **MEANING** |
| UNDERSTANDINGS*Students will understand that…** The Magna Carta, English Bill of Rights, and Mayflower Compact are foundations of our democratic republic.
* British colonies relied heavily on self government for various needs.
* The Articles of Confederation was our nation’s first attempt at unifying the states.
* The Constitutional Convention required compromise to achieve the goal of creating our federal government.
* Our system of government is based off of shared power between local, state, and federal government.
* The bill of rights guarantees protection from federal intrusion into citizens lives.
* Citizenship requires obeying laws, registering for selective service, and paying taxes.
 | ESSENTIAL QUESTIONS* How did the British Parliament, Magna Carta, English Bill of Rights and Iroquois League influence the development of the United States government?
* What principles of government are expressed in the Declaration of Independence?
* What were the Articles of Confederation and why did they not work?
* What compromises emerged from the Constitutional Convention?
* How has the Constitution created “a more perfect Union”?
* What freedoms does the Bill of Rights protect and why are they important?
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| **Unit 1: Grade 8 - Lessons** |
| Independence/Articles of Confederation1. Analyze famous documents that led to democracy (Magna Carta, Mayflower Compact, VA statute for Religious Freedom, Bill of Rights, etc.)
2. Compare colonial regions South, middle, New England and methods of self government.
3. Debate/Mock Trial of King George III:: will you sign the Declaration of Independence?
4. Discuss why declaration of Independence does not include mention of slavery.
5. Explain the successes and failures of the Articles of Confederation.
6. Mock trial: should Daniel Shays be punished?

Constitutional Convention1. Analyze the preamble and re-create using modern language
2. Debate the need for the Electoral College in Presidential elections.
3. Simulate constitution convention: divide students into state groups and form a consensus- compare to Great compromise.
4. Research Supreme Court Cases that relate to Bill of Rights Amendments.
5. Analyze various roles of local, county, state, and federal governments and how they interact in a federal system.
6. Identify requirements for American citizenship.
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Discussions with Peers in Small Groups/Pairs, Turn and talkPractice/HomeworkStrategic, H.O.T. (Higher Order Thinking) QuestioningGraphic OrganizersJournal Entry/Double Journal EntrySentence/Paragraph SummariesAnecdotal NotesSelf Evaluation RubricsComprehension Quizzes, AssessmentsVocabulary Assessments/QuizzesTeacher/Student ConferencingOpen Ended QuestionsOral AssessmentsExit tickets | Teacher created testsIndividual/Group PresentationsUnit projectsEnd of the Unit Writing Project with a rubricEnd of Unit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:**Marzano Proficiency Scale4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history. 3 - **Applying**: Students will be able to explain the  impact of events on later events.2 - **Developing-** students will be able to explain  chronological order of events. 1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**Students with needs alternative assessment * Students will research and identify the Federalists and Anti Federalists arguments for the ratification of the Constitution using the textbook and other sources. Students will create a poster graphically showing the differences between the two viewpoints. Students will then write a position statement siding with one group over the other.

Gifted and advanced students alternative assessment* Students will choose a current issue that has a constitutional implications. Students will research and identify the constitutional arguments on the issue . Students will create a poster displaying the viewpoints from both sides of the argument. Students will research their representatives to congress and find their positions on the topic. Students will develop their own position statement and incorporate it into a letter that they will write their Senator and or Representative.
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| **District/School Texts** | **District/School Supplementary Resources** |
| **Haddon Heights:** Civics: Participating in Government (Prentice Hall - 2001); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Barrington**: The American Republic: To 1877 (Glencoe McGraw-Hill - 2003); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Lawnside**: United States History: Beginnings to 1914 ((Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>**Merchantville**: United States History: Beginning to 1877 (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/> | NewsELABrainPopScholastic NewsHistory ChannelYouTubeQuizletKahootQuizizzKhan AcademyReadworksSmithsonian Tween Tribune[https://www.tweentribune.com/](https://www.tweentribune.com/dashboard/setup/students/)Softschools.com<http://www.softschools.com/language_arts/reading_comprehension/social_studies/>Common Lit<https://www.commonlit.org>History for Kids General<http://www.historyforkids.org/>Discovery Education<http://www.discoveryeducation.com/>Flocabulary<https://www.flocabulary.com/subjects/social-studies/>US History<http://www.ushistory.org/us/>Crash Course<https://www.youtube.com/user/crashcourse>Mr. Betts Class<https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7QEQNAA>Laughing Historically<https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA>Disney The American Presidents<https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeutj9WgOyBn7T>Election website<https://www.270towin.com/maps/>ICivics games and activities<https://www.icivics.org/>NJ Amistad Curriculum<http://www.njamistadcurriculum.net/>US Government Resources:<https://www.whitehouse.gov/><https://www.congress.gov/><https://www.supremecourt.gov/><https://www.nj.gov/> |
| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**RH.6-8.1 RH.6-8.2RH.6-8.7RH.6-8.9 RH.6-8.10WHST.6-8.1.A to EWHST.6-8.2 WHST.6-8.2.a.WHST.6-8.2.bWHST.6-8.2.cWHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6SL.6-8.1SL.6-8.4 SL.6-6.5SL.6-8.6  | **Math**3.MD.D.84.MD.A.24.MD.B.35.NF.A.25.NF.B.65.NF.B.7.c5.MD.B.26.RP.36.NS.C.56.NS.C.7.b6.NS.C.86.EE.C.96.SP.A6.SP.B7.RP.A7.NS.A.37.EE.B7.SP.A7.SP.B8.EE.8.c8.F.B8.SP.A.1-4 | **Science**K-2-ETS1-13-LS3-23-5ETS1-13-5ETS1-23-5ETS1-3 |
| **21st Century Skills/Career Education**CRP2. Apply appropriate academic and technical skills.CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions.CRP6. Demonstrate creativity and innovation.CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.CRP11.Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence.9.2.8.B.3 9.2.8.B.7 9.3.12.AR-VIS.3 9.3.12.ED.1 9.3.12.ED.2 9.3.GV.1 9.3.GV-FIR.19.3.GV-GOV.19.3.GV-GOV.29.3.GV-SEC.4 9.3.GV-MGT.19.3.IT.4 9.3.IT-WD.109.3.ST.2 9.3.ST-ET.19.3.ST-SM.4 | **Technology**8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.* Understand and use technology systems.
* Select and use applications effectively and productively.

8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.* Advocate and practice safe, legal, and responsible use of information and technology.
* Demonstrate personal responsibility for lifelong learning.
* Exhibit leadership for digital citizenship.

8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.* Plan strategies to guide inquiry.
* Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
* Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
* Process strategies to guide inquiry.
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| **Modifications and Accommodations** |
| **Special Education Students**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system | **English Language Learners**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out systemTPR Total Physical Response | **Students at Risk of School Failure**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |
| **Gifted and Talented**extension projectleveled textleadership rolesintentional groupingtargeted learning from assessmentDOK higher order questionsBlooms - analyze, evaluate, create  | **Students with 504 Plans**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |  |
| **Unit Duration: Instructional Days** |
| 40 days |

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.** |
| **Unit 2: ECONOMICS AND EARLY GOVERNMENT** |
| **ESTABLISHED GOALS** | **TRANSFER**  |
| * 6.1.8.A.3.e: Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
* 6.1.8.A.3.f: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
* 6.1.8.A.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
* 6.1.8.A.4.c: Assess the extent to which voting rights were expanded during the Jacksonian period.
* 6.1.8.B.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
* 6.1.8.B.4.b: Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
* 6.1.8.C.3.b: Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
* 6.1.8.C.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
 | *Students will be able to independently use their knowledge to…** Explain how early debates about the functions of government affect us today.
* Debate the role of government in deciding public land use, trade policy, economic policy, etc.
* Examine the government policy toward Native American populations and its effect on native populations today.
* Be a good citizen.
 |
| **MEANING** |
| UNDERSTANDINGS*Students will understand that…** Economics is the study of distribution of resources and wealth among people.
* Hamilton and Jefferson approached economics and government with two seperate visions (i.e. big government vs. small government)
* Early Supreme Court cases set precedent for future decisions.
* Through diplomacy and conquest the United States expands west with the Louisiana Purchase.
* Conflict over trade and sailor impressment led to the war of 1812 with England.
* Andrew Jackson transformed the image of the President with an appeal to working class voters.
 | ESSENTIAL QUESTIONS* How did the Federalist and Republican visions for the United States differ?
* To what extent should the United States have become involved in world affairs in the early 1800s?
* What did it mean to be an American in the early 1800s?
* How well did President Andrew Jackson promote democracy?
* Should the United States Government pay reparations for the Trail of Tears?
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| **Unit 2: Grade 8 - Lessons** |
| 1. Analyze debates within Washington’s cabinet; how are these debates reflected in modern society?
2. Debate the pro’s and con’s of a two party political system.
3. Define tariffs and explain the effects they have on international trade.
4. Analyze costs and benefits of neutrality in foreign affairs before the war of 1812.
5. Analyze maps that show the expansion of the US through the Louisiana Purchase and the expeditions to explore the new lands.
6. Explain causes and effects of the War of 1812.
7. Explain how increased voting rights affected the election of 1828.
8. Analyze controversies during the Andrew Jackson’s Presidency (spoils system, National Bank, tariff of abominations, uniform currency, Indian Removal Act).
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Discussions with Peers in Small Groups/Pairs, Turn and talkPractice/HomeworkStrategic, H.O.T. (Higher Order Thinking) QuestioningGraphic OrganizersJournal Entry/Double Journal EntrySentence/Paragraph SummariesAnecdotal NotesSelf Evaluation RubricsComprehension Quizzes, AssessmentsVocabulary Assessments/QuizzesTeacher/Student ConferencingOpen Ended QuestionsOral AssessmentsExit tickets | Teacher created testsIndividual/Group PresentationsUnit projectsEnd of the Unit Writing Project with a rubricEnd of Unit Test  |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Marzano Proficiency Scale4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history. 3 - **Applying**: Students will be able to explain the  impact of events on later events.2 - **Developing-** students will be able to explain  chronological order of events. 1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**Students with needs alternative assessments* Students will create a poster chart of the first four presidents. The chart will list each president and their term of office. Under each President the student will list successes and failures. The student will then write a short essay on which President they believe did the best for the early country.

Gifted or advanced students * Students will research the Indian Removal act of 1830. Using the information that they discover they will imagine that they are part of congress during the debate of the act and create a speech in opposition of the act. Students will research two different tribes and write a report on the effects of the removal to each tribe. Students will then research a current Native American issues and write a speech on their position as if they we addressing congress.
 |
| **District/School Texts** | **District/School Supplementary Resources** |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/) |
| **ELA**RH.6-8.1 RH.6-8.2RH.6-8.7RH.6-8.9 RH.6-8.10WHST.6-8.1.A to EWHST.6-8.2 WHST.6-8.2.a.WHST.6-8.2.bWHST.6-8.2.cWHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6SL.6-8.1SL.6-8.4 SL.6-6.5SL.6-8.6  | **Math**3.MD.D.84.MD.A.24.MD.B.35.NF.A.25.NF.B.65.NF.B.7.c5.MD.B.26.RP.36.NS.C.56.NS.C.7.b6.NS.C.86.EE.C.96.SP.A6.SP.B7.RP.A7.NS.A.37.EE.B7.SP.A7.SP.B8.EE.8.c8.F.B8.SP.A.1-4 | **Science**K-2ETS1-12-ESS2-22-ESS2-33-ESS3-23-LS4-43-ESS2-13-ESS2-23-ESS3-13-5ETS1-13-5ETS1-23-5ETS1-34-PS3-44-ESS2-14-ESS2-2 |
| **21st Century Skills/Career Education**CRP2. Apply appropriate academic and technical skills.CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions.CRP6. Demonstrate creativity and innovation.CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.CRP11.Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence.9.1.8.B.6 9.1.8.F.1 9.2.8.B.3 9.2.8.B.7 9.3.12.AR-JB.3 9.3.GV.1 9.3.GV-FIR.19.3.GV-GOV.19.3.GV-GOV.29.3.GV-GOV.39.3.GV-SEC.4 9.3.IT.4 9.3.IT-WD.109.3.ST.2 9.3.ST.6 9.3.ST-ET.19.3.ST-SM.4 | **Technology**8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.* Understand and use technology systems.
* Select and use applications effectively and productively.

8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.* Advocate and practice safe, legal, and responsible use of information and technology.
* Demonstrate personal responsibility for lifelong learning.
* Exhibit leadership for digital citizenship.

8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.* Plan strategies to guide inquiry.
* Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
* Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
* Process strategies to guide inquiry.
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| **Modifications and Accommodations** |
| **Special Education Students**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system | **English Language Learners**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out systemTPR Total Physical Response | **Students at Risk of School Failure**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |
| **Gifted and Talented**extension projectleveled textleadership rolesintentional groupingtargeted learning from assessmentDOK higher order questionsBlooms - analyze, evaluate, create  | **Students with 504 Plans**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |  |
| **Unit Duration: Instructional Days** |
| 40 days |

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| **STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.**  |
| **Unit 3: AMERICA GROWS** |
| **ESTABLISHED GOALS** | **TRANSFER** |
| * 6.1.8.C.2.a: Compare the practice of slavery and indentured servitude in Colonial labor systems.
* 6.1.8.C.3.c: Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.
* 6.1.8.A.4.b: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
* 6.1.8.C.4.b: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
* 6.1.8.C.4.c: Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
* 6.1.8.D.4.a: Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
* 6.1.8.D.4.b: Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
* 6.1.8.D.4.c: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
* 6.1.8.D.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
* 6.1.8.D.5.c: Examine the roles of women, African Americans, and Native Americans in the Civil War.
 | *Students will be able to independently use their knowledge to…** Explain how the United States expanded its borders from coast to coast.
* Identify how the economy of the north changed due to the Industrial Revolution.
* Understand how immigrants from around the world come to America hoping for better opportunities.
* Explain how the South’s reliance on slave labor limited progress and caused conflict throughout the country.
* Explain how reform movements are essential to facing challenges and solving social problems in a Democratic-Republic.
 |
| **MEANING** |
| UNDERSTANDINGS *Students will understand that…** The concept of Manifest Destiny was a guiding factor in determining US policy towards native removal, texas annexation, and war with Mexico.
* The Northern economy leading up to the Civil War was based on industrial growth and cheap immigrant labor.
* The Southern economy leading up to the Civil War was based on agriculture and slave labor.
* Immigrants from China and Europe faced hardships but became part of the American fabric.
* African Americans faced slavery and discrimination throughout the states.
* Reform movements (anti-slavery, women’s rights, education, prison reform) developed in an effort to improve society.
 | ESSENTIAL QUESTIONS* How justifiable was U.S. expansion in the 1800s?
* What were the motives, hardships, and legacies of the groups that moved west in the 1800s?
* How have Mexicano contributions influenced life in the United States?
* To what extent did the reform movements of the mid-1800s improve life for Americans?
* How was life in the North different from life in the South?
* How did African Americans face slavery and discrimination in the mid-1800s?
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| **Unit 3: Grade 8 - Lessons** |
| 1. Compare and contrast labor systems in pre Civil War America (slavery, indentured servants, immigrant laborers, etc.)
2. Chart the Expansion of the United States through diplomacy and/or conquest.
3. Analyze push pull factors that brought an influx of Chinese, Irish, and other groups to immigrate to America in the 19th century.
4. Explain the effects of Manifest Destiny on various social groups (immigrants, Free-African Americans, women, Native Americans, Mexicans, etc.)
5. Highlight New Jersey’s connection to the underground railroad (Peter Mott house)
6. Analyze various strategies used by abolitionists and evaluate the effectiveness of their actions.
7. Identify the social, economic, political, and technological differences between North and South and how they contributed to the Civil War conflict.
8. Identify contributors to reform movements in the 19th century (abolitionists, women’s rights, school reform, prison reform, workers rights, etc.)
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| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Discussions with Peers in Small Groups/Pairs, Turn and talkPractice/HomeworkStrategic, H.O.T. (Higher Order Thinking) QuestioningGraphic OrganizersJournal Entry/Double Journal EntrySentence/Paragraph SummariesAnecdotal NotesSelf Evaluation RubricsComprehension Quizzes, AssessmentsVocabulary Assessments/QuizzesTeacher/Student ConferencingOpen Ended QuestionsOral AssessmentsExit tickets | Teacher created testsIndividual/Group PresentationsUnit projectsEnd of the Unit Writing Project with a rubricEnd of Unit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Marzano Proficiency Scale4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history. 3 - **Applying**: Students will be able to explain the  impact of events on later events.2 - **Developing-** students will be able to explain  chronological order of events. 1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:**Students with needs alternative assessment* Create a graphic timeline poster of the period of Texas fight for independence(1836) to the statehood of California (1850). Students should include as many events that help describe the movement of Americans westward. Students should include a written state on how their poster demonstrates the principle of Manifest Destiny.

Gifted and or advanced student alternative assessment* Students will research the Gold Rush of 1849. Students will create a newspaper from a mining town reporting on life and experiences in the town. News stories should include the hardships, the different backgrounds, the successes and failures, life in the mining town, ads for services provided in the mining town, job postings and crime reports. Students will then research modern “boomtowns” and write a report on the industry that is causing the people to move and why the movement is happening.
 |
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| **Unit Duration: Instructional Days** |
| 40 days |

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| **Unit 4: CIVIL WAR AND RECONSTRUCTION** |
| **ESTABLISHED GOALS**  | **TRANSFER** |
| * 6.1.8.A.5.a: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
* 6.1.8.A.5.b: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
* 6.1.8.B.5.a: Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
* 6.1.8.C.5.a: Assess the human and material costs of the Civil War in the North and South.
* 6.1.8.C.5.b: Analyze the economic impact of Reconstruction on the South from different perspectives.
* 6.1.8.D.5.b: Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
* 6.1.8.D.5.d: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
 | *Students will be able to independently use their knowledge to…** Explain the causes and effects of the Civil War.
* Examine the lives of soldiers and civilians who impacted the outcome of the war.
* Explain the strengths and weaknesses of North and South that determine the outcome of the war.
* Analyze the effectiveness of Reconstruction.
 |
| **MEANING** |
| UNDERSTANDINGS *Students will understand that…** Failed compromises over slavery led to the Secession of Southern State.
* The Civil War was the most deadly American conflict in our history.
* Industrial might and new technologies made the Civil War the first example of modern warfare.
* Women immigrants, and African-Americans played important roles in the war effort.
* Reconstruction was an effort to reunite the country and protect the rights of former slaves.
 | ESSENTIAL QUESTIONS* Which events of the mid-1800s kept the nation together and which events pulled it apart?
* Why was the Civil War fought?
* What factors and events influenced the outcome of the Civil War?
* To what extent did Reconstruction bring African Americans closer to full citizenship?
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| **Unit 4: Grade 8 - Lessons** |
| 1. Chart famous battles and events from the Civil War.
2. Analyze causes of the Civil War (long term, mid term, short term, and triggering event).
3. Analyze primary sources of soldiers, photography, and casualty charts to understand the difficulties in fighting the Civil War.
4. Identify important contributors to the outcome of the Civil War (civilians, African Americans, women, soldiers, political leaders, etc.)
5. Examine the Gettysburg Address and Emancipation Proclamation; how do they address the goals of the war?
6. Analyze the strategies proposed by President Lincoln for Reconstruction vs. President Johnson’s plan.
7. Identify the 13th, 14th, and 15th amendment and evaluate their effectiveness at achieving the goals of reconstruction.
 |
| **District/School Formative Assessment Plan** | **District/School Summative Assessment Plan** |
| Discussions with Peers in Small Groups/Pairs, Turn and talkPractice/HomeworkStrategic, H.O.T. (Higher Order Thinking) QuestioningGraphic OrganizersJournal Entry/Double Journal EntrySentence/Paragraph SummariesAnecdotal NotesSelf Evaluation RubricsComprehension Quizzes, AssessmentsVocabulary Assessments/QuizzesTeacher/Student ConferencingOpen Ended QuestionsOral AssessmentsExit tickets | Teacher created testsIndividual/Group PresentationsUnit projectsEnd of the Unit Writing Project with a rubricEnd of Unit Test |
| **Alternative Assessments** |
| **Evaluative Criteria** | **Assessment Evidence** |
| **Suggested Performance Rubric:** Marzano Proficiency Scale4 - **Innovating**: Students will be able to predict  outcomes of historic events and apply to  current issues in history. 3 - **Applying**: Students will be able to explain the  impact of events on later events.2 - **Developing-** students will be able to explain  chronological order of events. 1 - **Beginning-** students will be able to identify  historic events and explain their importance. | **Suggested Performance Task:****S**tudents with needs alternative assessment* Students will create a tri-parte chart of “USA Problems before the War”, “USA problems during the Civil War” and “USA problems after the civil war” Students should identify and explain three problems each on separate index cards. On the back of each card students will write what the solution was and tape the card to the corresponding column.

Gifted or advanced student alternative assessment* Students will create a talk show panel of two Civil War politicians, or two Civil War Generals to interview. Students must create 7 questions to ask their guests about their experiences during the war and their thoughts during the events of the war. Students then must create the answers that each guest might give. If willing students can recruit two other students as actors and present their talk show to the class.
 |
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| [**Interdisciplinary Connections**](http://www.state.nj.us/education/cccs/)  |
| **ELA**RH.6-8.1 RH.6-8.2RH.6-8.7RH.6-8.9 RH.6-8.10WHST.6-8.1.A to EWHST.6-8.2 WHST.6-8.2.a.WHST.6-8.2.bWHST.6-8.2.cWHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6SL.6-8.1SL.6-8.4 SL.6-6.5SL.6-8.6  | **Math**3.MD.D.84.MD.A.24.MD.B.35.NF.A.25.NF.B.65.NF.B.7.c5.MD.B.26.RP.36.NS.C.56.NS.C.7.b6.NS.C.86.EE.C.96.SP.A6.SP.B7.RP.A7.NS.A.37.EE.B7.SP.A7.SP.B8.EE.8.c8.F.B8.SP.A.1-4 | **Science**K-2-ETS1-12-ESS2-22-ESS2-33-LS3-23-LS4-43-5ETS1-13-5ETS1-23-5ETS1-34-ESS2-2 |
| **21st Century Skills/Career Education**CRP2. Apply appropriate academic and technical skills.CRP4. Communicate clearly and effectively and with reason.CRP5. Consider the environmental, social and economic impacts of decisions.CRP6. Demonstrate creativity and innovation.CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.CRP11.Use technology to enhance productivity.CRP12. Work productively in teams while using cultural global competence.9.1.8.B.6 9.1.8.D.5 9.1.8.F.1 9.2.8.B.3 9.3.12.AG.2 9.3.12.AG-NR.3 9.3.12.ED.1 9.3.12.ED.2 9.3.GV.1 9.3.GV.4 9.3.GV-GOV.29.3.GV-GOV.39.3.GV-MGT.19.3.IT.19.3.IT.4 9.3.IT-WD.109.3.MN.1.9.3.ST.2 9.3.ST.6 9.3.ST-SM.49.3.12.TD.1 9.3.12.TD.3 | **Technology**8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.* Understand and use technology systems.
* Select and use applications effectively and productively.

8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.* Advocate and practice safe, legal, and responsible use of information and technology.
* Demonstrate personal responsibility for lifelong learning.
* Exhibit leadership for digital citizenship.

8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.* Plan strategies to guide inquiry.
* Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
* Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
* Process strategies to guide inquiry.
 |  |
| **Modifications and Accommodations** |
| **Special Education Students**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system | **English Language Learners**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out systemTPR Total Physical Response | **Students at Risk of School Failure**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |
| **Gifted and Talented**extension projectleveled textleadership rolesintentional groupingtargeted learning from assessmentDOK higher order questionsBlooms - analyze, evaluate, create  | **Students with 504 Plans**small group/intentional groupingpreferred seatingdirect instructionprovide background knowledgeprovide individual/small group assistanceprovide student friendly definitions for vocabularymodified assignments (reduce/revise) provide notes/study guidesrestate/rephrasegraphic organizers, labels, word banksvisualschunkingleveled textread text, use audio when availablekinesthetic activitiesextended timebreakscheck-in/check-out system |  |
| **Unit Duration: Instructional Days** |
|  40 days |