

PUBLIC SCHOOLS OF EDISON TOWNSHIP
DIVISION OF CURRICULUM AND INSTRUCTION

Course Name: SOCIAL STUDIES 8

Length of Course:	<u>Term</u>
Elective/Required:	<u>Required</u>
Schools:	<u>Middle Schools</u>
Eligibility:	<u>Grade 8</u>
Credit Value: (High School Only)	<u>N/A</u>
Date Approved:	<u>August 22, 2016</u>

THE PUBLIC SCHOOLS OF EDISON TOWNSHIP

MISSION STATEMENT

The Public Schools of Edison Township ensure that all students achieve at the highest level of academic success through the New Jersey Core Curriculum Content Standards and in partnership with the community, through a safe, supportive learning environment. This promotes self-worth and encourages productive contributions to a diverse, technological and constantly evolving global society. The district will maintain a staff of professional educators who support the New Jersey Core Curriculum Content Standards and the New Jersey Standards for Professional Development.

TABLE OF CONTENTS

STATEMENT OF PURPOSE	4
Grade 8 Pacing Guide	5
Unit 1:1 Defining Founding Ideals: What is history and why is it important?	6
Unit 1:2 Defining Founding Ideals: What is history and why is it important? Defining and Debating our Five Founding Ideals	7
Unit 2:1 Road to Revolution: The Colonies Come of Age	8
Unit 2:2 Road to Revolution: Break from Britain	9
Unit 2:3 Road to Revolution: Independence	11
Unit 2:4 Road to Revolution: Birth of a New Nation	13
Unit 3:1: The Constitution: Creating a Government: Compromises at the Convention	14
Unit 3:2: The Constitution: Goals and Principles of the Constitution	16
Unit 3:3: The Constitution: Federalists vs. AntiFederalists	18
Unit 4.1: Civics: The Legislative Branch	19
Unit 4.2: Civics: The Executive Branch	20
Unit 4.3: Civics: The Judicial Branch	22
Unit 4.4: Civics: The Bill of Rights and You	23
Unit 4.5: Civics: Citizenship in Action	25
Unit 5.1: Forming a New Nation: Washington	27
Unit 5.2: Forming a New Nation: Adams	29
Unit 5.3: Forming a New Nation: Jefferson	31
Unit 6.1: Expansion and Reform: War and Diplomacy	33
Unit 6.2: Expansion and Reform: The Age of Jackson	35
Unit 6.3: Expansion and Reform: Westward Expansion	37
Unit 6.4: Expansion and Reform: Industrialization and Immigration	39
Unit 6.5: Expansion and Reform: Social Reforms and Movements	41
Unit 7.1: Civil War and Reconstruction: Slavery and Abolition	43
Unit 7.2: Civil War and Reconstruction: Growing Conflict - The Road to Disunion	44
Unit 7.3: Civil War and Reconstruction: The Course of War	46
Unit 7.4: Civil War and Reconstruction: Reconstruction	48
Appendix	50

STATEMENT OF PURPOSE

The eighth grade social studies course includes an exploration of early American history through the lens of our founding ideals as stated in the Declaration of Independence: Equality, Democracy, Liberty, Rights, and Opportunity. This course will give students the opportunity to relate what they have learned about the past to contemporary issues and events.

In the class' initial phase, students will move from defining America's founding ideals to the events leading up to and including the American Revolution and Constitutional Convention. The next focus is on the goals and fundamental principles of the Constitution, as well as the three branches of government and their functions. Additionally, students will examine how the Bill of Rights applies to their lives today. The course's final section considers how expansion, immigration, industrialization, and war have allowed certain groups of people in our society to achieve the ideals as listed in the Declaration of Independence.

Several distinct themes and essential questions will help steer students through the course material, all of them supporting the overarching question of have we as a society lived up to the ideals of the Declaration of Independence. The course will also hone the essential skills that reside at the heart of the social studies discipline. Referenced throughout the guide are the skills prescribed by the Common Core and latest state standards. At regular intervals, for example, students will be asked to compare present and past events, using history as a guide for evaluating the consequences of past decisions and to apply lessons learned. Similarly, students will write cohesive and coherent passages, read complex primary sources, and conduct research using modern technologies. The curriculum is aligned with the newest New Jersey Core Curriculum Content Standards, adopted in late 2014. There are references throughout the document to the relevant Cumulative Progress Indicators, from the 6.1 - America in the World to the 6.3 - Active Citizenship in the 21st Century.

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Grade 8 Pacing Guide

Quarter 1

Unit 1 - Defining Founding Ideals

Section 1: What is History and Why is it Important?

Section 2: Defining and Debating our Five Founding Ideals

Unit 2 - Road to Revolution

Section 1: The Colonies Come of Age

Section 2: Break from Britain

Section 3: Independence

Section 4: Birth of a New Nation

Quarter 2

Unit 3 - The Constitution

Section 1: Creating a Government: The Compromises at the Convention

Section 2: Goals and Principles of the Constitution

Section 3: Federalists v. Anti-Federalists

Unit 4 - Civics

Section 1: The Legislative Branch

Section 2: The Executive Branch

Section 3: The Judicial Branch

Section 4: The Bill of Rights and You

Section 5: Citizenship in Action

Quarter 3

Unit 5 - Forming a New Nation

Section 1: Washington

Section 2: Adams

Section 3: Jefferson

Unit 6 - Expansion and Reform

Section 1: War and Diplomacy

Section 2: The Age of Jackson

Section 3: Westward Expansion

Quarter 4

Unit 6 - Expansion and Reform

Section 4: Industrialization and Immigration

Section 5: Social Reforms and Movements

Unit 7 - Civil War and Reconstruction

Section 1: Slavery and Abolition

Section 2: Growing Conflict: The Road to Disunion

Section 3: The Course of War

Section 4: Reconstruction

Unit 1: 1 Defining Founding Ideals: What is history and why is it important?

Essential Questions:
 How do we define the term “history”?
 How do historians reconstruct the past?
 How and why do historians interpret the past differently (accuracy, bias, current, and appropriate)?
 How does the evaluation of past events help us to make future decisions?

State Standards: Social Studies Skills Table: Critical Thinking (Grades 5-8)
 Social Studies Skills Table: Critical Thinking (Grades 5-8)
 Compare and contrast differing interpretations of current and historical events.
 Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information.
 Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).

Unit Enduring Understandings: Students will be able to define “history” as the past, as stories about the past, and as an academic subject. Students will be able to describe the process by which historians reconstruct the past through the analysis and interpretation of primary and secondary sources. Students will be able to understand that the study of history can help people develop greater empathy for others, become better thinkers, and avoid repeating the mistakes of the past. Students will be able to define and understand the origins of the five founding ideals: equality, rights, liberty, opportunity, and democracy. Students will be able to determine the influence of the five founding ideals on American society in 1776 and today.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Define the term “history” in multiple ways • Explain the process by which historians use to reconstruct and interpret the past • Describe four reasons for studying history and rank them in order of importance 	Discovery Education Techbook Spotlight on Strategies- Telephone Capture and Cluster/Mindmap- What is history? What is History? Reading like a Historian- Intro Materials	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5 RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9 RH.6-8.10, WHST.6-8.1, WHST.6-8.2 WHST.6-8.4, WHST.6-8.5, WHST.6-8.6 WHST.6-8.7, WHST.6-8.8, WHST.6-8.9 WHST.6-8.10	<p>Formative Assessments: Diagnostic pre- and post- Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 1: 2 Defining Founding Ideals. What is history and why is it important?: Defining and Debating our Five Founding Ideals

Essential Questions:

What are America’s founding ideals and why are they important?
 Have Americans lived up to the ideals expressed in the Declaration of Independence?

State Standards:

6.1.8.A.3.a: Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

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.

Unit Enduring Understandings: Students will be able to define “history” as the past, as stories about the past, and as an academic subject. Students will be able to describe the process by which historians reconstruct the past through the analysis and interpretation of primary and secondary sources. Students will be able to understand that the study of history can help people develop greater empathy for others, become better thinkers, and avoid repeating the mistakes of the past. Students will be able to define and understand the origins of the five founding ideals: equality, rights, liberty, opportunity, and democracy. Students will be able to determine the influence of the five founding ideals on American society in 1776 and today.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Define the ideals of the Declaration; equality, democracy, rights, liberty, and opportunity Compare and contrast the meaning of the ideals in the DOI as it was written in 1776 to what it has evolved to mean today 	Discovery Education Techbook Content Collections- American Democracy History Alive	RH.6-8.1, RH.6-8.2, RH.6-8.4 RH.6-8.5, RH.6-8.6, RH.6-8.7 RH.6-8.8, RH.6-8.9, RH.6-8.10 WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 2:1 Road to Revolution: The Colonies Come of Age

Essential Questions:

Did Great Britain lose more than it gained from its victory in the French and Indian War?

In what ways were the American colonies becoming their own nation before 1763? In what ways were they still part of the British Empire?

State Standards:

6.1.8.B.3.a: Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

Unit Enduring Understandings: Students will be able to explain how taxes and other forms of economic regulation can affect economic opportunities and assess the impact of these regulations between Britain and its N. American colonies. Students will be able to explain how the consequences of the French and Indian War, changes in British policies towards the colonies, and responses by various groups and individuals in the N. American colonies led to the American Revolution. Students will be able to explain why New Jersey is considered the Crossroads of the American Revolution. Students will be able to analyze the role played by the 1st and 2nd Continental Congresses. Students will be able to explain how and why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. Students will be able to examine the strengths and weaknesses of the Articles of Confederation.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Questions.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Locate and identify on a map of North America the colonies and the countries involved in the French and Indian War • Trace and explain tensions on the frontier between Great Britain, France, American colonists, and Native Americans • Assess the impact of the French and Indian War on the colonies • Assess why the colonists disagreed with the Proclamation of 1763 	<p>Discovery Techbook Chapter 3.1</p> <p>The American Citizen Chapter 3.1</p> <p>Discovery Education Techbook Spotlight on Strategies- Venn Diagram, PMI, Step Inside</p> <p>Discovery Education Content Collections- The French and Indian War</p> <p>Nystrom Atlas</p> <p>Political Cartoon Analysis- Join or Die C3 Teachers: American Revolution Inquiry</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 2:2 Road to Revolution: Break from Britain

Essential Questions:

Were the colonists justified in resisting British policies after the French and Indian War?
 Was the War for Independence inevitable?

State Standards:

6.1.8.C.3.a: Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

Unit Enduring Understandings: Students will be able to explain how taxes and other forms of economic regulation can affect economic opportunities and assess the impact of these regulations between Britain and its N. American colonies. Students will be able to explain how the consequences of the French and Indian War, changes in British policies towards the colonies, and responses by various groups and individuals in the N. American colonies led to the American Revolution. Students will be able to explain why New Jersey is considered the Crossroads of the American Revolution. Students will be able to analyze the role played by the 1st and 2nd Continental Congresses. Students will be able to explain how and why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. Students will be able to examine the strengths and weaknesses of the Articles of Confederation.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Describe the Acts and Taxes that causes conflict during this time period and how they affected economic opportunity (ex: Stamp Act, Tea Act, Townshend Acts, Sugar Act, Quartering Act, Navigation Acts) Assess the impact that each of these acts and regulations had on the colonists and Britain Summarize the purpose and results of the 1st and 2nd Continental Congresses 	<p>Discovery Techbook Chapter 3.2 Discovery Education Content Collections- Paul Revere The American Citizen Chapter 3.2, 3.3, and 3.4</p> <p>Discovery Education Spotlight on Strategies- Half the Story, PMI, Step Inside, They Said What!?, Tweet, Tweet!</p> <p>Perceive, Know, Care About- Paul Revere's Engraving Instructional Strategy and/or The Destruction of the Royal Statue in New York</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes ,Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 2:2 Road to Revolution: Break from Britain (cont.)

	<p>HSI Online: Boston Massacre Boston Massacre - CSI Webquest Colony or Crown - Interactive Game Sheg. Stanford - Stamp Act Hey, King: Get Off Our Backs! Was the American Revolution avoidable? History Lab: Road to Revolution History Lab: Should the colonists have revolted? PBS; Road to Revolution Scholastic: Dear America</p>		
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Unit 2:3 Road to Revolution: Independence

Essential Questions:

- Was the War for Independence inevitable?
- Would you have been a patriot or a loyalist in 1776?
- Why did New Jersey have a unique geographic location during the American Revolution?
- When do the people of a nation have the right to abolish or overthrow their government?
- How has the meaning of the Declaration of Independence evolved since its inception in 1776?

State Standards:

- 6.1.8.A.3.a: Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.
- 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.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.d: Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.D.3.f: Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

Unit Enduring Understandings: Students will be able to explain how taxes and other forms of economic regulation can affect economic opportunities and assess the impact of these regulations between Britain and its N. American colonies. Students will be able to explain how the consequences of the French and Indian War, changes in British policies towards the colonies, and responses by various groups and individuals in the N. American colonies led to the American Revolution. Students will be able to explain why New Jersey is considered the Crossroads of the American Revolution. Students will be able to analyze the role played by the 1st and 2nd Continental Congresses. Students will be able to explain how and why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. Students will be able to examine the strengths and weaknesses of the Articles of Confederation.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Analyze the DOI and find evidence to support the colonists’ reasons for writing 	Discovery Education Social Studies Techbook- Chapter 3.2 & 3.3 The American Citizen Chapter 4	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9,	Formative Assessments: Diagnostic pre- and post- Assessments, Class discussions

Unit 2:3 Road to Revolution: Independence (cont.)

<p>the document</p> <ul style="list-style-type: none"> • Examine the ideals of the Declaration; equality, democracy, rights, liberty, opportunity • Compare the meaning of the DOI as it was written to what it has evolved to mean today. • Assess the right of the people of a nation to abolish or overthrow their government • Summarize key battles and events that affected the outcome of the Revolutionary War • Describe the various groups of Americans during the Revolutionary War, including women, Native Americans, and African Americans • Describe how New Jersey played a pivotal role in the outcome of the American Revolution • Assess the impact of George Washington's leadership on the outcome of the American Revolution • Summarize the terms of the Treaty of Paris and evaluate its impact on the United States 	<p>Discovery Education Content Collections- George Washington, Declaration of Independence, Revolutionary War Discovery Education Spotlight on Strategies- Half the Story, PMI, Get Your Thinking Hat On Step Inside, They Said What?!?</p> <p>Philosophical Chairs or Take A Stand: Patriot vs. Loyalist Revolution vs. Reconciliation</p> <p>Report Card- Assessing George Washington's Leadership in the American Revolution</p> <p>Nystrom Atlas</p> <p><i>George vs. George: The American Revolution As Seen from Both Sides</i> by Rosalyn Schanzer</p> <p>HSI: Lexington and Concord Reading Like a Historian -DOI Lesson LOC - Creating the DOI 225 Anniversary Reading of the Declaration of Independence video clip Khan Academy - The American Revolution Too Late to Apologize Video Clip Mount Vernon Museum of the American Revolution TheAmericanRevolution.org National Park Service- Revolutionary War Revolutionary NJ Campaign 1776</p>	<p>RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 2:4 Road to Revolution: Birth of a New Nation

Essential Questions:

To what extent did the Articles of Confederation provide the United States with an effective government?

State Standards:

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.

Unit Enduring Understandings: Students will be able to explain how taxes and other forms of economic regulation can affect economic opportunities and assess the impact of these regulations between Britain and its N. American colonies. Students will be able to explain how the consequences of the French and Indian War, changes in British policies towards the colonies, and responses by various groups and individuals in the N. American colonies led to the American Revolution. Students will be able to explain why New Jersey is considered the Crossroads of the American Revolution. Students will be able to analyze the role played by the 1st and 2nd Continental Congresses. Students will be able to explain how and why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. Students will be able to examine the strengths and weaknesses of the Articles of Confederation.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the strengths and weaknesses of the Articles of Confederation and assess the impact of the failed Articles on the new nation. Determine the causes and effects of Shay's Rebellion 	<p>The American Citizen Chapter 5.1</p> <p>Discovery Education Techbook Chapter 4.1</p> <p>Discovery Education Civics Techbook Chapter 2.1 and Chapter 2.2</p> <p>Discovery Education Techbook Spotlight on Strategies- That Sums It Up, PMI, Jigsaw, Tweet, Tweet!</p> <p>Sheg. Stanford - Shay's Rebellion</p> <p>Brain Pop - Articles of Confederation</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 3:1: The Constitution: Creating a Government: Compromises at the Convention

Essential Questions:

- How did the weaknesses of the Articles of Confederation guide the framers of the Constitution?
- How did decisions made at the Constitutional Convention affect the balance of power in the new nation?
- Could the Constitution have been written and ratified without compromise?
- How did the Constitution create ‘a more perfect union’?

State Standards:

- 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.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.

Unit Enduring Understandings: Students will be able to understand the dynamics surrounding the Founding Fathers, including the dilemmas they faced, the plans they put forth, and what compromises they made. Students will be able to understand the process involved in ratifying the Constitution, what divided the delegates, and how agreement was reached. Students will be able to analyze the principles underlying the Constitution (Popular Sovereignty, Rule of Law, Separation of Powers, Checks and Balances, Federalism, Limited government). Students will be able to understand why the Constitution is a living document, allowing for growth and change over time.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Identify and analyze key issues addressed by the Framers at the outset of the Constitutional Convention • Describe major areas of disagreement among delegates to the Constitutional Convention and explain compromises intended to resolve these issues 	<p>Discovery Education Techbook- Chapter 4.2 Discovery Education Content Collections- Government, Constitution Day, and Branches of Government</p> <p>The American Citizen Chapter 5.1, 5.2</p> <p>Discovery Education Virtual Field Trip: Constitution Day at the National Constitution Center</p>	<p>RH.6-8.1 , RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p>

Unit 3:1: The Constitution: Creating a Government: Compromises at the Convention (cont.)

	<p>Discovery Education Techbook Spotlight on Strategies- PMI, Fakebook, Venn Diagram, Four Corners</p> <p>Mock Constitutional Convention- Take A Stand on issues of representation, slavery, and how to elect the executive</p> <p>Reading Like A Historian - Slavery and the Constitution Did the Constitution Establish a Just Government? Is Compromise Fair? - The Great Compromise HSI: Constitution Controversy Constitution Center</p>		<p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussion</p>
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Unit 3.2: The Constitution: Goals and Principles of the Constitution

Essential Questions:

How does the Constitution reflect major principles of American democracy?
 Do the principles of government provide us with an effective and efficient government?
 How is the Constitution a living document? (amendment process, elastic clause, judicial interpretation (loose v. strict))

State Standards:

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.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.

Unit Enduring Understandings: Students will be able to understand the dynamics surrounding the Founding Fathers, including the dilemmas they faced, the plans they put forth, and what compromises they made. Students will be able to understand the process involved in ratifying the Constitution, what divided the delegates, and how agreement was reached. Students will be able to analyze the principles underlying the Constitution (Popular Sovereignty, Limited Government, Separation of Powers, Checks and Balances, Federalism, Judicial Review). Students will be able to understand why the Constitution is a living document, allowing for growth and change over time.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Explain the organization of the Constitution and describe its important features Identify and define the goals of our Constitution as stated in the Preamble to the Constitution. Define and explain the fundamental principles of the Constitution (Popular Sovereignty, Limited 	Discovery Education Techbook Chapter 4.3 Discovery Education Civics Techbook Chapter 2.2 Discovery Education Content Collections- Branches of Government and American Democracy Compare and contrast the Articles of Confederation and the U.S. Constitution in terms of the	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments:</p>

Unit 3.2: The Constitution: Goals and Principles of the Constitution (cont.)

<p>Government, Separation of Powers, Checks and Balances, Federalism, Judicial Review)</p> <ul style="list-style-type: none"> Analyze how the Constitution was a response to the weaknesses of Articles of Confederation 	<p>decision-making powers of national government.(Venn-Diagram/T-chart)</p> <p>iCivics Preamble - Goals We The People - Preamble Lesson iCivics Lesson - Anatomy of the Constitution Constitution Center - Preamble Challenge</p>		<p>Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 3:3: The Constitution: Federalists vs. AntiFederalists

Essential Questions:

Could the Constitution have been ratified without the addition of a Bill of Rights?

State Standards:

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.

Unit Enduring Understandings: Students will be able to understand the dynamics surrounding the Founding Fathers, including the dilemmas they faced, the plans they put forth, and what compromises they made. Students will be able to understand the process involved in ratifying the Constitution, what divided the delegates, and how agreement was reached. Students will be able to analyze the principles underlying the Constitution (Popular Sovereignty, Rule of Law, Separation of Powers, Checks and Balances, Federalism, Limited government). Students will be able to understand why the Constitution is a living document, allowing for growth and change over time.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Explain the political and historical significance of the Bill of Rights • Differentiate between Federalists and Anti-Federalists • Analyze how the Bill of Rights is designed to protect the rights of citizens. 	<p>Discovery Education Techbook- Chapter 4.2 The American Citizen - Chapter 5.3</p> <p>Reading Like a Historian: Federalists and Anti-Federalists</p> <p>Compare and contrast the beliefs of the Federalists and Anti-Federalists (Venn-Diagram/T-chart)</p> <p>Discovery Education Spotlight on Strategies: PMI- Weighing the Pros and Cons of Ratifying the Constitution with or without a Bill of Rights</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 4.1: Civics: The Legislative Branch

<p>Essential Questions: What are the requirements, roles, and responsibilities of the legislative branch? How does a bill become a law?</p> <p>State Standards: 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.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.</p> <p>Unit Enduring Understandings: Students will be able to understand the requirements, roles, and responsibilities of the legislative, executive, and judicial branches. Students will be able to describe the process of how a bill becomes a law. Students will be able to participate in a mock hearing, trial, election, or moot court. Students will be able to understand their rights as protected by the Constitution. Students will be able to identify and research problems in their community. Students will be able to create a proposal in order to enact social change.</p> <p>Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.</p> <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's</p>			
Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the requirements, roles and responsibilities for Representatives and Senators Identify and explain the expressed and implied powers of Congress Understand the democratic process of how a bill becomes a law Engage in a mock hearing, trial, election or moot court 	<p>Discovery Education Chapter 4.3 The Discovery Education Civics Techbook Chapter 2.3</p> <p>The American Citizen Chapter 6</p> <p>iCivics Senate.gov House.gov Congress for Kids How a Bill Becomes a law Constitution Center C-Span Classroom Politico.com</p>	<p>RH.6-8.1 , RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 4.2: Civics: The Executive Branch

<p>Essential Questions: What are the requirements, roles, and responsibilities of the executive branch? How do American political parties promote and undermine democratic principles? Is the Electoral College an effective method in which to elect the president today?</p> <p>State Standards: 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.</p> <p>Unit Enduring Understandings: Students will be able to understand the requirements, roles, and responsibilities of the legislative, executive, and judicial branches. Students will be able to describe the process of how a bill becomes a law. Students will be able to participate in a mock hearing, trial, election, or moot court. Students will be able to understand their rights as protected by the Constitution. Students will be able to identify and research problems in their community. Students will be able to create a proposal in order to enact social change.</p> <p>Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.</p> <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's</p>			
Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify the requirements, roles and responsibilities of the president Analyze the structure and roles of the cabinet and the Executive Office of the President Define the term political party and understand the two-party system in the U.S. Understand the presidential election process including the primaries/caucuses, national nominating conventions, and the Electoral College 	<p>Discovery Education Techbook- Chapter 4.3</p> <p>Discovery Education Techbook - Chapter 5.1</p> <p>The American Citizen - Chapter 7</p> <p>Discovery Education Content Collections- Voting and Election Day</p> <p>Scholastic: If you were president</p> <p>Scholastic - 7 Hat Challenge</p> <p>White House Official Site</p> <p>iCivics</p> <p>270 to Win Election Map- Historic and</p>	<p>RH.6-8.1 , RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 4.2: Civics: The Executive Branch (cont.)

<ul style="list-style-type: none"> Engage in a mock hearing, trial, election or moot court 	<p>Current Living Room Candidate- Presidential Election Commercials PBS Election Process Constitution Center- Philadelphia, PA Electoral College for Kids C-Span Classroom ISideWith.com Procon.org Politico Donkeys, and Elephants, and Voters. Oh My</p>		
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Unit 4.3: Civics: The Judicial Branch

Essential Questions:
 What are the requirements, roles, and responsibilities of the Supreme Court?

State Standards:
 6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues.
 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.

Unit Enduring Understandings: Students will be able to understand the requirements, roles, and responsibilities of the legislative, executive, and judicial branches. Students will be able to describe the process of how a bill becomes a law. Students will be able to participate in a mock hearing, trial, election, or moot court. Students will be able to understand their rights as protected by the Constitution. Students will be able to identify and research problems in their community. Students will be able to create a proposal in order to enact social change.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Identify the requirements, roles and responsibilities of the Supreme Court • Define judicial review and analyze its impact on the American political system • Explain the role of the Supreme Court, how cases reach the court and how decisions are made • Assess the impact of the Supreme Court on changing public policy in the United States • Engage in a mock hearing, trial, election or moot court 	<p>Discovery Education Techbook- Chapter 4.3</p> <p>The American Citizen - Chapters 8 and 9</p> <p>Supreme Court Official Site iCivics C-Span Classroom Constitution Center Oyez.org ProCon.org Marbury v. Madison</p>	<p>RH.6-8.1 , RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 4.4: Civics: The Bill of Rights and You

<p>Essential Questions: How does the Bill of Rights protect American citizens? Why is free speech essential to representative democracy? How are students' rights impacted by Supreme Court's decisions?</p> <p>State Standards: 6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues. 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.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.</p> <p>Unit Enduring Understandings: Students will be able to understand the requirements, roles, and responsibilities of the legislative, executive, and judicial branches. Students will be able to describe the process of how a bill becomes a law. Students will be able to participate in a mock hearing, trial, election, or moot court. Students will be able to understand their rights as protected by the Constitution. Students will be able to identify and research problems in their community. Students will be able to create a proposal in order to enact social change.</p> <p>Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.</p> <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's</p>			
Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Understand the rights of citizens as protected by the Bill of Rights Cite landmark Supreme Court cases relating to the Bill of Rights Analyze the First Amendment's protections of freedom of religion (exercise and establishment), speech (expression), press, assembly, and petition Understand the limitations of students rights as interpreted 	Discovery Education Techbook- Chapter 4.3 The American Citizen- Chapters 9 and 16 Discovery Education Content Collections- Bill of Rights C-Span: Classroom Deliberations SupremeCourt.gov iCivics Constitution Center Oyez.org	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes ,Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests</p>

Unit 4.4: Civics: The Bill of Rights and You

<p>by the Supreme Court</p> <ul style="list-style-type: none"> Engage in a mock hearing, trial, election or moot court 	<p>ProCon.org NYTimes; Ten Cases Every Teen Should Know</p>		<p>Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 4.5: Civics: Citizenship in Action

Essential Questions:

What are the roles and responsibilities of citizens and government in a democratic society?
 How can an individual make a difference in his community?
 How do I know my information is reliable (accurate, unbiased, current, and appropriate)?

State Standards:

6.1.8.A.3.g: Evaluate the impact of the Constitution and Bill of Rights on current day issues.
 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).

Unit Enduring Understandings: Students will be able to understand the requirements, roles, and responsibilities of the legislative, executive, and judicial branches. Students will be able to describe the process of how a bill becomes a law. Students will be able to participate in a mock hearing, trial, election, or moot court. Students will be able to understand their rights as protected by the Constitution. Students will be able to identify and research problems in their community. Students will be able to create a proposal in order to enact social change.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Identify and research problems in my community Collaborate and deliberate with students from a different school on ways to address various research social issues Develop a proposal to share with the appropriate legislative body to address solutions to my problem 	Project Citizen- Center for Civic Education 8th grade Project - Problem-Based Learning/Genius Hour The American Citizen- Chapters 15 and 16 Supreme Court Official Website Pro Con	RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10	Formative Assessments: Diagnostic pre- and post-assessments Class discussions Teacher observation of group work- anecdotal records Teacher conferencing Peer conferencing Graphic Organizers Cornell Notes Quickwrites

Unit 4.5: Civics: Citizenship in Action (cont.)

<ul style="list-style-type: none"> • Make recommendations to the appropriate governmental agency for the best course of action, consider budgetary restraints 	<p>C-Span Classroom State of NJ Official Website Politico- Political News from NJ</p>		<p>Exit Slips Portfolios Homework Summative Assessments: Junior Project performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 5.1: Forming a New Nation: Washington

<p>ideologies, particularly those supported by Thomas Jefferson and Alexander Hamilton</p> <ul style="list-style-type: none"> Analyze America's diplomatic and economic relationships with other countries and their effectiveness Describe and explain the significance of precedents established during the presidency of George Washington and evaluate the significance of Washington's 	<p>George Washington Interactive Landsdowne Portrait Farewell Address Lesson Bidding Adieu: On Teaching the Historical Significance of George Washington's Farewell Address</p>		<p>Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 5.2: Forming a New Nation: Adams

<p>Essential Questions: What are the qualities and characteristics of great leaders? Are political parties good for our nation? (Federalists v. Democratic-Republicans) Is the suppression of public opinion during times of crisis ever justified?</p> <p>State Standards: 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.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. 6.1.8.A.4.a: Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>Unit Enduring Understandings: Students will evaluate what characteristics effective leaders possess. Students will assess the foreign and domestic policies of our first three presidents, Washington, Adams and Jefferson to determine each leader's effectiveness and legacy. Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question. Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's</p>			
Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Outline key policies of the Adams’ administration Assess the causes and effects of the Alien and Sedition Acts Compare/contrast the Alien and Sedition Act with the PATRIOT Act Analyze America's diplomatic and economic relationships with other countries and their effectiveness 	<p>Discovery Education Techbook Activities- Chapter 4.3 (Liberty vs. Security), 5.1 The Early Republic and Chapter 19.1 Emerging Threats</p> <p>Discovery Education Spotlight on Strategies- Fakebook, PMI, Venn Diagram, Four Corners</p> <p>The American Citizen- Chapter 15.1</p> <p>Video Clip-XYZ Affair- Ignite Learning</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes</p>

Unit 5.2: Forming a New Nation: Adams (cont.)

	<p>President John Adams From Alien and Sedition Acts to XYZ Affair Video & Lesson Transcript Edu Video Clip XYZ Affair Cartoon Analysis Form</p> <p>Philosophical Chairs: Liberty vs. Security (Alien and Sedition Acts, Patriot Act)</p>		<p>Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 5.3: Forming a New Nation: Jefferson

<p>Essential Questions: What are the qualities and characteristics of great leaders? Did Jefferson's actions as president match his ideas about government? How did conflict between foreign nations affect American security and foreign policy?</p> <p>State Standards: 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.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.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. 6.1.8.A.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>Unit Enduring Understandings: Students will evaluate what characteristics effective leaders possess. Students will assess the foreign and domestic policies of our first three presidents, Washington, Adams and Jefferson to determine each leader's effectiveness and legacy. Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question. Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's</p>			
Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Outline key policies of the Jefferson administration Describe America's diplomatic and economic relationships with other countries, i.e. Great Britain and France Identify the lands acquired as part of the Louisiana Purchase Judge whether or not the Louisiana Purchase was constitutional 	<p>Discovery Education Techbook Activities- Chapter 5.2</p> <p>The American Citizen Chapter 10</p> <p>Discovery Education Spotlight on Strategies- Visual Walkabout, PMI, Venn Diagram They Said What!?, Can You Guess my 2-1-4, Tweet, Tweet!</p> <p>Discovery Education Content</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes</p>

Unit 5.3: Forming a New Nation: Jefferson (cont.)

<ul style="list-style-type: none"> • Describe the people, places, and events related to the Lewis and Clark Expedition. • Assess the impact of the Lewis and Clark Expedition on migration of settlers, development of new transportation and trade systems, and development of cities. 	<p>Collections Lewis and Clark</p> <p>The American Citizen- Chapter 10.1</p> <p>Nystrom Atlas</p> <p>Political Cartoon Analysis- Foreign Policy and Embargo Act</p> <p>Google Maps- Interactive Map of Lewis and Clark Expedition</p> <p>Lewis and Clark PBS Companion Site</p> <p>National Park Service- Lewis and Clark Expedition</p> <p>Lewis and Clark Expedition</p> <p>National Geographic Society- Lewis and Clark Site</p> <p>History Lab- The Louisiana Purchase: The Real Estate Deal of the Century? History Lab</p> <p>Reading Like a Historian- Louisiana Purchase</p> <p>Reading Like a Historian- Lewis and Clark</p> <p>Go West Across America with Lewis and Clark game</p> <p>Google Tour Builder- Lewis and Clark Expedition</p>		<p>Tests</p> <p>Performance assessments</p> <p>Open-ended responses/Essay Formal</p> <p>Structured Discussions</p>
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Unit 6.1: Expansion and Reform: War and Diplomacy

<p>Essential Questions: Should the War of 1812 be considered as a second “War of Independence”? How did American foreign affair after the War of 1812 reveal changing attitudes about the United States?</p> <p>State Standards: 6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>Unit Enduring Understandings: Students will be able to explain the changing relationships between the US and foreign countries. Students will be able to understand how Jacksonian Democracy changed the United States political practices. Students will be able to identify and explain the impact of Westward Expansion/Manifest Destiny on the nation and its people. Students will be able to map expansion of the United States through time. Students will be able to understand the causes of the Industrial Revolution and the dramatic changes in the way Americans worked, lived, and traveled. Students will be able to recognize the impact of the Industrial Revolution on cities and changes altering life in America today. Students will be able to understand the reasons why people immigrate to America, both on a personal and global scale. Students will be able to understand the common thread that has run through the immigrant experience in America. Students will be able to understand how America’s changing demographics have shaped our country’s character.</p> <p>Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.</p> <p>Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s</p>			
Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Explain the causes of the War of 1812 Describe how tensions between the Native Americans and the United States government grew before and during the War of 1812 Assess the impact and outcomes of the War of 1812 on America and its relationships with European countries Explain major provisions of 	<p>Discovery Education Techbook Chapters 6.1 and 6.2</p> <p>Discovery Education Techbook Spotlight on Strategies- Step Inside, Multiple Perspectives, PMI, In Full Bloom, Four Corners</p> <p>Nystrom Atlas</p> <p>The Star-Spangled Banner: Fact or Fiction? Lesson</p> <p>PBS Companion Site- The War of 1812</p> <p>War of 1812- Canada</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests</p>

Unit 6.1: Expansion and Reform: War and Diplomacy (cont.)

<p>the Monroe Doctrine and assess its immediate and long-term impact on U.S. foreign relations</p>	<p>Star-Spangled Banner- Smithsonian Tecumseh Biography Touring Ohio- War of 1812 History Scholastic: Dear America War of 1812 Primary Source Set The Monroe Doctrine - A Close Read</p>		<p>Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 6.2: Expansion and Reform: The Age of Jackson

Essential Questions:

- Was the age of Jackson an age of democracy?
- Should the states have the right to ignore the laws of the national government?
- What were the causes and effects of Indian Removal policies during the 1830s?

State Standards:

- 6.1.8.A.4.c: Assess the extent to which voting rights were expanded during the Jacksonian period.
- 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.

Unit Enduring Understandings: Students will be able to explain the changing relationships between the US and foreign countries. Students will be able to understand how Jacksonian Democracy changed the United States political practices. Students will be able to identify and explain the impact of Westward Expansion/Manifest Destiny on the nation and its people. Students will be able to map expansion of the United States through time. Students will be able to understand the causes of the Industrial Revolution and the dramatic changes in the way Americans worked, lived, and traveled. Students will be able to recognize the impact of the Industrial Revolution on cities and changes altering life in America today. Students will be able to understand the reasons why people immigrate to America, both on a personal and global scale. Students will be able to understand the common thread that has run through the immigrant experience in America. Students will be able to understand how America’s changing demographics have shaped our country’s character.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Compare and contrast the results of the Presidential Elections of 1824 and 1828 • Compare and contrast the outcomes of the presidential campaigns of 1824 and 1828 to modern-day (2000) presidential elections Identify and describe philosophies and policies associated with Jacksonian Democracy 	<p>Discovery Education Techbook Activities- Chapter 7.1</p> <p>Discovery Techbook- Spotlight on Strategies Visual Walkabout, PMI, Jigsaw, Tweet, Tweet!, Table Top Texting</p> <p>Compare and Contrast Elections of 1824 and 1828 Results (Venn Diagram, T-Chart)</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p>

Unit 6.2: Expansion and Reform: The Age of Jackson (cont.)

<ul style="list-style-type: none"> • Describe, analyze, and assess the impact of American Indian relocation policies on Native Americans (Indian Removal Act, Trail of Tears) • Describe the causes and effects of the Nullification Crisis. • Describe the causes and effects of the Bank War. • Explain how voting rights were extended to more Americans but not to all. 	<p>Analyze Political Cartoons- Andrew Jackson Encyclopedia Britannica: Andrew Jackson Election of 1824 Results and Maps Election of 1828 Results and Maps Andrew Jackson Political Cartoons Tariff of Abominations- Ignite Learning- YouTube Clip History vs. Andrew Jackson- Ted-Ed The County Election Interactive Andrew Jackson’s “Indians” – His Truth or His Tale? History Detectives- Trail of Tears Reading Like a Historian- Indian Removal Cherokee Nation: Trail of Tears Library of Congress Primary Sources: Indian Removal</p>		<p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 6.3: Expansion and Reform: Westward Expansion

Essential Questions:

What impact did Manifest Destiny have on the growth and development of the United States?

Did the benefits of American expansion outweigh the costs?

State Standards:

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.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.

Unit Enduring Understandings: Students will be able to explain the changing relationships between the US and foreign countries. Students will be able to understand how Jacksonian Democracy changed the United States political practices. Students will be able to identify and explain the impact of Westward Expansion/Manifest Destiny on the nation and its people. Students will be able to map expansion of the United States through time. Students will be able to understand the causes of the Industrial Revolution and the dramatic changes in the way Americans worked, lived, and traveled. Students will be able to recognize the impact of the Industrial Revolution on cities and changes altering life in America today. Students will be able to understand the reasons why people immigrate to America, both on a personal and global scale. Students will be able to understand the common thread that has run through the immigrant experience in America. Students will be able to understand how America's changing demographics have shaped our country's character.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Define the term "Manifest Destiny". Identify and locate the territories acquired by the U.S. between 1832-1853. Analyze the impact of westward expansion on American society Describe the causes and effects of the Mexican-American War. 	<p>Discovery Education Techbook Activities- Chapters 7.1 and 7.2 The American Citizen- Chapters 10.2, 10.3, and 10.4 Nystrom Atlas</p> <p>Discovery Education Techbook Spotlight on Strategies- Step Inside, Multiple Perspectives, Get Your Thinking Hat On, Half the Picture, Visual Walkabout, Can You Guess My 2-1-4, A-E-I-O-U, And the Award Goes To...</p>	<p>RH.6-8.1 , RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes</p>

Unit 6.3: Expansion and Reform: Westward Expansion (cont.)

	<p>Westward Migration- Inquiry Reading Like a Historian- Manifest Destiny Reading Like a Historian- Texas Independence Westward the Course of Empire Takes Its Way- U.S. Capitol Building PBS: The West The Alamo- Primary Sources The Alamo- Historical Site PBS: The Mexican War Mexican War- Smithsonian Oregon Trail Trails- Virtual Maps PBS: Gold Rush Gold Rush Museum- California Scholastic: Dear America</p>		<p>Tests Performance assessments Open-ended responses/Essay Formal Structured Discussion</p>
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Unit 6.4: Expansion and Reform: Industrialization and Immigration

Essential Questions:

- How have inventions and technological advances both helped and hindered American society?
- How did urbanization and immigration change the nature of city life in America?
- Are we a melting pot or a salad bowl?
- Do immigrants change America or does America change immigrants?
- How has the definition of the “American Dream” changed over time?
- Has immigration been the key to America’s success?

State Standards:

- 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.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.

Unit Enduring Understandings: Students will be able to explain the changing relationships between the US and foreign countries. Students will be able to understand how Jacksonian Democracy changed the United States political practices. Students will be able to identify and explain the impact of Westward Expansion/Manifest Destiny on the nation and its people. Students will be able to map expansion of the United States through time. Students will be able to understand the causes of the Industrial Revolution and the dramatic changes in the way Americans worked, lived, and traveled. Students will be able to recognize the impact of the Industrial Revolution on cities and changes altering life in America today. Students will be able to understand the reasons why people immigrate to America, both on a personal and global scale. Students will be able to understand the common thread that has run through the immigrant experience in America. Students will be able to understand how America’s changing demographics have shaped our country’s character.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Explain the Industrial Revolution and discuss its impact on the production of goods and the workplace in the United States • Describe key inventions of the Industrial Revolution, 	Discovery Education Techbook Activities- 8.1- 8.3 The American Nation- Chapter 11 Nystrom Atlas Discovery Education Content Collections- Citizenship	RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9,	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records Teacher conferencing Peer conferencing,</p>

Unit 6.4: Expansion and Reform: Industrialization and Immigration (cont.)

<p>such as the cotton gin, reaper, steamboat, and steam locomotive, and analyze their impact on life in the U.S.</p> <ul style="list-style-type: none"> • Compare and contrast methods of transportation including roads, canals, railroads and the cost of trade and travel. • Judge whether the benefits of the new methods of transportation outweighed the cost to the natural environment. • Describe the push-pull factors that led to large migrations of Irish and German immigrants. • Describe how industrialization and immigration led to the growth of U.S. cities • Compare and contrast the reasons why ethnic and cultural conflicts occurred between natural-born Americans and immigrants during the antebellum period and today. • Compare and contrast the factory system v. the plantation system. 	<p>Discovery Education Techbook Spotlight on Strategies- Step Inside, Multiple Perspectives, PMI Get Your Thinking Hat On, Half the Picture, Visual Walkabout, Can You Guess My 2-1-4, Myth Bustin'!, A-E-I-O-U, And the Award Goes To...</p> <p>Encyclopedia Britannica- Industrial Revolution Wake Up, America- Industrial Revolution Scholastic: Immigration History Lab- Reshaping American Society: How did Immigration and Urbanization Affect America in the mid-1800s? Methods of Reform: The Lowell Mill Girls Primary Sources- Lowell, Massachusetts Reading Like a Historian: Second Middle Passage Reading Like a Historian- Irish Immigration Irish Immigration Unit Reporting Ethnic Violence: Irish Immigration Exploring Anti-Irish Attitudes Westward Migration- Inquiry Factory vs. Plantation in the North and South Life Before the Civil War Daily Lives of Slaves- What really happened? History: Citizenship Quiz</p>	<p>WHST.6-8.10</p>	<p>Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 6.5: Expansion and Reform: Social Reforms and Movements (cont.)

<p>rights movement</p> <ul style="list-style-type: none"> Describe how education was reformed through the Common School movement. 	<p>Women's Rights- Inquiry Women's Lives Before the Civil War</p>		<p>Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 7.1: Civil War and Reconstruction: Slavery and Abolition

<p>Essential Questions: Why do individuals risk their own freedom to help others? When is it acceptable to challenge or break a law that is immoral? How do oppressed people empower themselves to achieve freedom? State Standards: 6.1.8.D.4.c: Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad. Unit Enduring Understandings: Students will be able to understand that the Civil War resulted from complex region differences involving political, economical, and social issues, as well as differing views on slavery. Students will be able to understand that the Civil War and Reconstruction had a lasting impact on the development of the United States. Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question. Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s</p>			
Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Determine how the Underground Railroad helped thousands of African-Americans to gain their freedom. Explain New Jersey's role in the Underground Railroad. Describe the impact of the Fugitive Slave Law and the Compromise of 1850 on the Underground Railroad. 	<p>Discovery Education Techbook Activities- Chapter 9.1 and Chapter 9.2 The American Citizen- Chapter 13.1 Nystrom Atlas</p> <p>Discovery Education Techbook Spotlight on Strategies- Step Inside, Multiple Perspectives, PMI, Get Your Thinking Hat On, In Full Bloom, A-E-I-O-U</p> <p>The Underground Railroad Freedom’s Path: The Underground Railroad in NJ A Guide to the Underground Railroad in New Jersey Scholastic- Underground Railroad Interactive A Debate Against Slavery Mission 2: Flight to Freedom</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 7.2: Civil War and Reconstruction: Growing Conflict - The Road to Disunion

Essential Questions:

How did geographical, economic, and political differences between the North and the South lead to conflict?
 Was the Civil War inevitable?

State Standards:

6.1.8.D.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.

Unit Enduring Understandings: Students will be able to understand that the Civil War resulted from complex region differences involving political, economical, and social issues, as well as differing views on slavery. Students will be able to understand that the Civil War and Reconstruction had a lasting impact on the development of the United States.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • Explain economic, social, and cultural differences between the North and the South • Explain how economic, social, and cultural differences between the North and South resulted in disagreements over public policy • Connect divergent positions on slavery and states' rights with failed attempts at congressional compromise • Describe the causes and events that led to the Civil War 	<p>Discovery Education Techbook Chapter 9.2 The American Citizen- Chapters 13.1 and 13.2 Nystrom Atlas</p> <p>Discovery Education Techbook Spotlight on Strategies- Step Inside, Multiple Perspectives, PMI, In Full Bloom, Four Corners</p> <p>Secession vs. Reconciliation States' Rights vs. Federal Government Abolition vs. Compromise Take A Stand Philosophical Chairs</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>

Unit 7.2: Civil War and Reconstruction: Growing Conflict - The Road to Disunion (cont.)

	<p>Lincoln and the Republicans: The Cause of War Evaluating Evidence Teaching Like a Historian- Nat Turner Road to the Civil War Interactive John Brown's Holy War The Missouri-Kansas Conflict-1854-1865 The Gathering Storm Exhibit Civil War in Art Election of 1860</p>		
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Unit 7.3: Civil War and Reconstruction: The Course of War

Essential Questions:

In what ways was the Civil War both a beginning and an ending?
 Does Abraham Lincoln deserve to be called the “Great Emancipator”?
 Was the Civil War worth its costs?

State Standards:

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.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.D.5.b: Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

Unit Enduring Understandings: Students will be able to understand that the Civil War resulted from complex region differences involving political, economical, and social issues, as well as differing views on slavery. Students will be able to understand that the Civil War and Reconstruction had a lasting impact on the development of the United States.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Compare and contrast the characteristics and overall war strategies of the Union and Confederacy. Compare and contrast the leadership of Jefferson Davis v. Abraham Lincoln. Describe the outbreak, major battles, turning points (Emancipation Proclamation/ Gettysburg Address), and conclusion of the Civil War Judge how the 	<p>Discovery Education Techbook Chapter 9.3 The American Citizen- Chapter 13.3, 13.4, 13.5, and 13.8 Nystrom Atlas Discovery Education Virtual Field Trip: Ford’s Theatre 150: Remembering the Lincoln Assassination</p> <p>Discovery Education Techbook Spotlight on Strategies- Step Inside, Multiple Perspectives, PMI Get Your Thinking Hat On, In Full</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.3, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests</p>

Unit 7.3: Civil War and Reconstruction: The Course of War (cont.)

<p>Emancipation Proclamation impacted African-American attitudes toward the Union.</p> <ul style="list-style-type: none"> • Describe how the Gettysburg Address is representative of our founding ideals stated in the Declaration of Independence. • Compare and contrast the leadership of Ulysses S. Grant v. Robert E. Lee. • Determine how the Union Army's policy of "total war" devastated the Southern landscape. • Evaluate sets of statistics and data related to the human and material costs of the Civil War in the North and South. 	<p>Bloom, Four Corners</p> <p>Discovery Education Content Collections- Government and Civil War</p> <p>Emancipation Inquiry Lesson NPS Webrangers Activity Could you have won the Battle of Gettysburg? Simulation Teaching the Civil War Through Political Cartoons Civil War 150 Changing America: The Emancipation Proclamation, 1863, and the March on Washington, 1963 Letter to Abraham Lincoln: "It is my desire to be free." History Channel- Civil War 150 Civil War Animated Map Eyewitness to History: The Civil War Comparing Lee vs. Grant National Geographic Civil War Battlefields The Missouri-Kansas Conflict- 1854-1865 Political Cartoons- Civil War Civil War in Art</p>		<p>Performance assessments Open-ended responses/Essay Formal Structured Discussions</p>
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Unit 7.4: Civil War and Reconstruction: Reconstruction

Essential Questions:

Is the history of Reconstruction a story of continuity or change?
 Should the South have been treated as a defeated nation or as rebellious states?
 What problems did Reconstruction resolve? What problems did it fail to resolve?
 How did the end of Reconstruction affect the lives of future generations of Americans?

State Standards:

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.C.5.b: Analyze the economic impact of Reconstruction on the South from different perspectives.
 6.1.8.D.5.d: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Unit Enduring Understandings: Students will be able to understand that the Civil War resulted from complex regional differences involving political, economical, and social issues, as well as differing views on slavery. Students will be able to understand that the Civil War and Reconstruction had a lasting impact on the development of the United States.

Unit Assessment: Using an appropriate format, the students will demonstrate an understanding of the Essential Question.

Instructional Adjustments: Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Compare and contrast the social and economic impact of Reconstruction on the South from different perspectives. Compare and contrast the different plans offered by Presidents Lincoln and Johnson and Congress toward Reconstruction. Evaluate the effectiveness of key components of Congressional Reconstruction, including the Freedman's Bureau and 	<p>Discovery Education Techbook Chapter 10 The American Citizen- Chapter 13.5, 13.6, 13.7, Chapter 14, and Chapter 15.1 Nystrom Atlas</p> <p>Discovery Education Techbook Spotlight on Strategies- Step Inside, Multiple Perspectives, PMI, Get Your Thinking Hat On, In Full Bloom, Four Corners</p> <p>PBS- Reconstruction PBS- The Rise and Fall of Jim Crow</p>	<p>RH.6-8.1, RH.6-8.2, RH.6-8.4, RH.6-8.5, RH.6-8.6, RH.6-8.7, RH.6-8.8, RH.6-8.9, RH.6-8.10, WHST.6-8.1, WHST.6-8.2, WHST.6-8.4, WHST.6-8.5, WHST.6-8.6, WHST.6-8.7, WHST.6-8.8, WHST.6-8.9, WHST.6-8.10</p>	<p>Formative Assessments: Diagnostic pre- and post-Assessments, Class discussions Teacher observation of group work- anecdotal records, Teacher conferencing Peer conferencing, Graphic Organizers Cornell Notes, Quickwrites, Exit Slips Portfolios, Homework</p> <p>Summative Assessments: Quizzes Tests Performance assessments</p>

Unit 7.4: Civil War and Reconstruction: Reconstruction (cont.)

<p>the establishment of military control of the South</p> <ul style="list-style-type: none"> • Define the meaning and determine the impact of the 13th, 14th, and 15th amendments that led to expanded voting rights and educational opportunities to African-Americans over time. • Explain how the Jim Crow Laws were created in response to the 13th, 14th, and 15th amendments in the South. • Summarize events leading to the conclusion of military Reconstruction • Evaluate whether Reconstruction was a success or failure. 	<p>Reconstruction and its Aftermath Why Reconstruction Matters by Eric Foner Helping to Move On? An Analysis of the Reconstruction Amendments Lesson Plan The Freedman’s Bureau- Success of Failure Lesson Plan Reading Like a Historian- Civil War and Reconstruction</p>		<p>Open-ended responses/Essay Formal Structured Discussions</p>
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Appendix

Digital Citizenship Lessons

Lessons adopted from www.common sense media.org

Digital Citizenship Opening Lesson: What is Cheating?

<p>Essential Questions: Am I Cheating?</p> <p>Digital Citizenship Topic: Academic Integrity</p> <p>Unit Enduring Understandings: Students explore the difference between collaborating and cheating to help them develop an ethical understanding of what is cheating.</p> <p>Implementation: First Week of School, 6th, 7th and 8th</p>			
Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> Analyze scenarios to determine the level of academic integrity necessary Understand the difference between copying and collaboration Discuss the various scenarios to assist the students to further develop their understanding of academic integrity 	<p>What is Cheating? <i>Scenarios adopted from</i> https://www.youtube.com/watch?v=Gb5YeQ4hDOo</p>	RI.1, SL.1.a, SL.1.d, SL.3, SL.4	Digital Compass
Resources Common Sense Media		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

8.1 Trillion-Dollar Footprint

Essential Questions: What is a digital footprint, and what does yours convey?

Digital Citizenship Topic: Digital Footprint & Reputation and Privacy & Security

Unit Enduring Understandings: Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. Students then learn that they can take some control over their digital footprint based on what they post online. Students watch the video “The Digital Footprint” to learn how information online can easily get out of one’s control. They then examine the blog posts, photos, and profiles of two fictional host applicants for a TV show called “Trillion Dollar Footprint” and decide which would make a more honest host who works well with others. A key message of the lesson is that although online information provides an incomplete picture of a person, it can still affect how others view that person.

Implementation: First Marking Period

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> learn that they have a digital footprint and that information from it can be searched, copied and passed on, and seen by a large, invisible audience, and that it can be persistent. recognize that people’s online information can be helpful or harmful to their reputation and image. consider their own digital footprints and what they want those footprints to be like in the future. 	Trillion-Dollar Footprint	RI.4, RI.10, W.4, W.10, SL.1a, SL.1b, SL.1c, SL.1d, SL.2, SL.6, L.6	Trillion-Dollar Footprint Assessment
Resources Common Sense Media		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.’s and 504’s	

8.2 My Online Code

Essential Questions: What does it mean to do the right thing online?

Digital Citizenship Topic: Self Image & Identity and Relationships & Communication

Unit Enduring Understandings: Students discuss their understanding of ethical behavior and are introduced to the concept of online ethics. Students analyze a mock social networking page based on these ethical considerations. Students then learn about digital citizenship and the different levels of online responsibility (to self, friends and family, and community).

Implementation: Second Marking Period

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> understand the concept of online ethics as it applies to four key areas. define digital citizenship and identify their online responsibilities. explore online ethics by analyzing a mock social networking page. 	My Online Code	RI.4, RI.10, W.6, W.7, W.8, SL.1a, SL.1b, SL.1c, SL.1d, SL.3, SL.4, SL.5, L.4a, L.6	My Online Code Assessment
Resources Common Sense Media		Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's	

8.3 Copyrights and Wrongs

Essential Questions: How can I make responsible choices when I use other people's creative work?

Digital Citizenship Topic: Information Literacy and Creative Credit & Copyright

Unit Enduring Understandings: Students are introduced to copyright, fair use, and the rights they have as creators. Students explore the legal and ethical dimensions of respecting creative work. First, they learn a basic foundation of legal principles and vocabulary related to copyright. They understand how such factors as the rules of copyright law, the values and intent of the original creator, and the audience and purpose should affect their decisions about using the creative work of others. Using the Mad Men Student Handout, students then apply these principles to a simulation activity in which they act as advertising executives who have to choose a photo for an ad campaign.

Implementation: Third Marking Period

Core Content Objectives	Instructional Actions		
Objectives What students will know	Resources and Suggested Activities/ Strategies Technology Implementations/ Interdisciplinary Connections	Common Core Connection	Suggested Formative and Summative Assessments
<ul style="list-style-type: none"> • identify the legal and ethical considerations involved in using the creative work of others. • understand an individual's rights and responsibilities as a creator and consumer of content. • practice critical thinking and ethical decision making about the use of creative works. 	<p>Copyrights and Wrongs</p>	<p>RI.1-4, RI.8, RI.10, W.2a-f, W.6-8, W.10, SL.1a-d, SL.3-.5, L.4a, L.6</p>	<p>Copyrights and Wrongs Assessment</p>
<p>Resources Common Sense Media</p>		<p>Instructional Adjustments Use of previews and reading strategies to introduce lessons and objectives. Use of summaries to review and reinforce concepts learned. I.E.P.'s and 504's</p>	