

8th Grade Social Studies Curriculum (2022)

8 Gr - Social Studies Unit Plan 1: Foundations of History (Lessons 1-2)

Unit Overview

Students will engage in learning activities to understand why people study history. They will recognize past, present, and future influences. Students will also identify key themes that occur throughout history. Students will make connections between themes and time periods, and how historical themes are related to one another. .

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	<ul style="list-style-type: none">6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none">6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none">6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

Instructional Focus

Lesson 1: Studying History Through Inquiry

Essential Questions: <ul style="list-style-type: none">What is history, and how do we study it?	
Student Learning Objectives: <ul style="list-style-type: none">Understand why people study history.Recognize that the past influences later periods, including the present and future.Identify the steps of the inquiry process.Construct compelling and supporting questions as part of the inquiry process.	
Suggested Activities <ul style="list-style-type: none">Introduction videosCreate, define, and illustrate vocabulary charts	Instructional Materials/Resources <ul style="list-style-type: none">TCI textbookTCI interactive notebookTCI online interactive

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<ul style="list-style-type: none"> ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 3 days</p>	

Lesson 2: Key Themes in History

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What are the key themes of U.S. history? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Identify key themes throughout U.S. history. ● Describe how themes can connect different time periods and events throughout history. ● Explore the ways historical themes are related to one another. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

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Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.

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- **TECH.8.1.8.B** - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C** - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D** - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

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Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product

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IEP	504
<p>Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts</p>	<p>Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers</p>
ELL	Gifted
<p>Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts</p>	<p>Independent extension research projects Jigsaw cooperative learning activities Student choice</p>
I&RS/At Risk-	
<p>Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice</p>	<p>In addition to the NJ Student Learning Standards, the following shall be integrated into K–12 Social Studies curricula:</p> <ul style="list-style-type: none"> ● Interdisciplinary connections (N.J.A.C. 6A:8-1.1) ● 21st century themes and skills (N.J.A.C. 6A:8-1.1)* ● Holocaust and genocides (N.J.S.A. 18A:35-28)* ● History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43)* ● Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) ● Asian American, Pacific Islander history and contributions (J.S.A 18A:35-4.44) <p>Elementary Social Studies Requirements</p> <ul style="list-style-type: none"> ● Course of study in civics, geography and history of New Jersey* (N.J.S.A. 18A:35-3) <p>Middle School Requirements</p>

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	<ul style="list-style-type: none"> • Course of study in U.S. Constitution* (N.J.S.A. 18A: 6-3) • Two quarters or equivalent Civics course (N.J.S.A. 18A:35-41) • Political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people (N.J.S.A. 18A:35-4.35)
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Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

8 Gr - Social Studies Unit Plan 2: America Before and After Colonization (Lessons 3-6)

Unit Overview

Students will engage in learning activities to construct an understanding of who the first Indigenous people were, and how they Colonized North America. Students will be able to analyze different ways in which the Indigenous people adapted to their environment, and created their own individual culture.

Students will be able to understand and explain how Europeans established territories in the Americas. Students will compare Spanish, French, English, and Dutch settlements, and how they differ from one another. Lastly, students will be able to describe the impact Europeans colonization had on the Indigenous peoples.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> • 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> • 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

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<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<ul style="list-style-type: none"> 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
<p>Political and civil institutions impact all aspects of people's lives.</p>	<ul style="list-style-type: none"> 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
<p>Historical contexts and events shaped and continue to shape people's perspectives.</p>	<ul style="list-style-type: none"> 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

Instructional Focus

Lesson 3: Indigenous Peoples of North America

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did Indigenous groups adapt to their environment? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Trace the migration routes of the first groups to the Americas. Describe how Indigenous people viewed their environment. Connect artifacts to hypotheses about the origins of Indigenous artifacts. Analyze ways in which Indigenous people in different cultural regions adapted to their environments. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label settlement map of America Analyze America pre-colonial settlement Relate experiences to adapting somewhere new Compare and contrast past to present day settlement Acting out activity on daily life in the colonies Compare and contrast life in the various regions Partner work on creating colonial headlines and articles Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

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Pacing: approx # of class periods: 11 days

Lesson 4: European Colonization in the Americas

Essential Questions:

- How did Europeans colonize the Americas?

Student Learning Objectives:

- Identify the motives behind European exploration of the Americas.
- Explain how Europeans established territorial claims in the Americas.
- Compare the Spanish, French, English, and Dutch settlements in the Americas.
- Describe the impact of European colonization of the Americas on Indigenous peoples and West Africans.

Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Label settlement map of America
- Analyze America pre-colonial settlement
- Relate experiences to adapting somewhere new
- Compare and contrast past to present day settlement
- Acting out activity on daily life in the colonies
- Compare and contrast life in the various regions
- Partner work on creating colonial headlines and articles
- Student role play
- Bonus sources
- Textbook series placecard activities

Instructional Materials/Resources

- TCI textbook
- TCI interactive notebook
- TCI online interactive
- Chromebook
- World map
- Writers notebook
- Created props
- Discovery Ed/ United Streaming
- Ted/Edu
- Teacher made material
- Various video clips

Pacing: approx # of class periods: 5 days

Lesson 5: Comparing the English Colonies

Essential Questions:

- What were the similarities and differences among the colonies in North America?

Student Learning Objectives:

- Identify the various reasons for the settlement of the British colonies.
- Compare religious practices and the different government systems—including the system set up in the Mayflower Compact—among the colonies.
- Collaborate with others to showcase the economic, political, and religious features of a colony.
- Synthesize key information about a colony by writing a postcard from the perspective of an American colonist.

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<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 6: Life in the Colonies

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What was life really like in the colonies? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Analyze primary and secondary sources to learn about various aspects of colonial life, including the rights of colonists, religion, education, and life for enslaved African Americans. ● Identify the moral and political ideas of the Great Awakening that led to revolutionary fervor in the American colonies. ● Summarize how Magna Carta and the English Bill of Rights affected colonists' views of their own rights. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips

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<ul style="list-style-type: none">• Student role play• Bonus sources• Textbook series placecard activities	
Pacing: approx # of class periods: 8 days	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

8th Grade Social Studies Curriculum (2022)

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
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- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
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 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

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Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.

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X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

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- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/

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Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

8 Gr - Social Studies Unit Plan 3: Revolution in the Colonies (Lessons 7-9)

Unit Overview

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Students will engage in learning activities to construct and understand what new laws and taxes were being imposed, causing a great rift between America and Great Britain. Students will be able to understand the difference between a Loyalist and Patriot, and what each stood for.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 6.1.8.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
Chronological sequencing helps us understand the interrelationship of historical events.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.3.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy. 6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. 6.1.8.HistoryUP.3.c: Analyze 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 from multiple perspectives.
Examining historical sources may answer questions but may also lead to more questions.	<ul style="list-style-type: none"> 6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

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Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

- 6.1.8.HistorySE.3.b: Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Instructional Focus

Lesson 7: Toward Independence

Essential Questions:

- Why was there an American Revolution?

Student Learning Objectives:

- Identify the roots of the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
- Assess the impact of such key events as the French and Indian War, the Boston Massacre, and the battles of Lexington and Concord on colonists' loyalty to the British government.
- Analyze several actions of the British government between 1763 and 1775 that built resentment and divided the colonists in their feelings about British rule.

Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Label map of the colonies
- Analyze different contributing factors of the Revolution
- Relate experiences in standing up for oneself
- Pick apart and meaning behind the Declaration of Independence
- Search a contributor to the Declaration of Independence
- Create a journal, in the perspective of a soldier
- Partner work in labeling map of the Revolution
- Student role play
- Bonus sources
- Textbook series placecard activities

Instructional Materials/Resources

- TCI textbook
- TCI interactive notebook
- TCI online interactive
- Chromebook
- World map
- Writers notebook
- Created props
- Discovery Ed/ United Streaming
- Ted/Edu
- Teacher made material
- Various video clips

Pacing: approx # of class periods: 7 days

Lesson 8: The Declaration of Independence

Essential Questions:

- What principles of government are expressed in the Declaration of Independence?

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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Identify the final causes, such as the Battle of Breed’s Hill and Common Sense, that brought about independence. ● Analyze the principles of government expressed in the Declaration of Independence. ● Recognize how delegates to the Second Continental Congress were able to preserve the slave trade by suppressing Jefferson’s attempt to condemn it in the Declaration of Independence. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Lesson 9: The American Revolution

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How was the Continental army able to win the war for independence from Great Britain? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Identify the impact of the American Revolution on other parts of the world. ● Examine the course of the war for independence and the subsequent defeat of the British. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material

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<ul style="list-style-type: none"> • Acting out activity on daily life in the colonies • Compare and contrast life in the various regions • Partner work on creating colonial headlines and articles • Student role play • Bonus sources • Textbook series placecard activities 	<ul style="list-style-type: none"> • Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

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- **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

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	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/

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Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

8 Gr - Social Studies Unit Plan 4: Forming a New Nation (Lessons 10-12)

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Unit Overview

Students will engage in learning activities to construct and understand the difference between land size and population, and how that affects forming a government. Students will be able to understand how other factors contributed to how many representatives a state would have.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	<ul style="list-style-type: none"> 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution. 6.1.8.CivicsPI.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.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions	<ul style="list-style-type: none"> 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
Social and political systems have protected and denied human rights (to varying degrees) throughout time.	<ul style="list-style-type: none"> 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
Political, economic, social, and cultural factors both change and stay the same over time.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

Instructional Focus

Lesson 10: Creating the Constitution

Essential Questions:

- What compromises emerged from the Constitutional Convention?

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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Analyze the effectiveness of the Articles of Confederation. Explain how the Northwest Ordinance helped establish new territory for the United States. Determine the causes of Shays’ Rebellion and its effects on the new nation. Identify the main points of contention during the development of the Constitution, the arguments surrounding them, and their resolutions. Describe the role of such leaders as George Washington and Roger Sherman in the writing and ratification of the Constitution. Describe the underlying political philosophy of the Constitution championed by such men as James Madison and Alexander Hamilton. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label map of the colonies Compare and contrast the articles in the agreement Pick apart “a firm league of friendship” Create own mnemonic device to remember the Bill of Rights Partner work on different parts of the articles Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 11 days</p>	

Lesson 11: The Constitution

<p>Essential Questions:</p> <ul style="list-style-type: none"> How has the Constitution created “a more perfect Union”? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Identify the main features of the Constitution and describe the basic lawmaking process. Analyze how the Constitution divides powers among various levels and branches and preserves individual rights. Explain how the guiding principles of the Constitution have created “a more perfect Union” and resulted in a government that can adapt to changing times. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive

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<ul style="list-style-type: none"> ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 8 days</p>	

Lesson 12: The Bill of Rights

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What rights and freedoms does the Bill of Rights protect and why are they important? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Compare their own desire for rights and the founders' work to add a bill of rights to the Constitution. ● Identify key rights and freedoms protected by the Bill of Rights and explain why those freedoms are important in their own lives. ● Research news articles that show the functions of a free press in a democracy. ● Debate landmark Supreme Court cases to determine whether the rights and freedoms protected by the Bill of Rights relate to the issues involved. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips

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<ul style="list-style-type: none">• Textbook series placecard activities	
Pacing: approx # of class periods: 5 days	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.

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- **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B** - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C** - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D** - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

8th Grade Social Studies Curriculum (2022)

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall

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Setting with Students Homework Modified Frequent Breaks	Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

8 Gr - Social Studies Unit Plan 5: Launching the New Republic (Lessons 13-16)

Unit Overview

Students will engage in learning activities to construct and understand how the country has changed, fifty years after the Constitution was signed. Students will be able to understand and describe key events that occurred from Washington's presidency, to Jackson's presidency.

New Jersey Student Learning Standards

Learning in this unit will focus on:

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2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.
Political, economic, social, and cultural factors both change and stay the same over time.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.

Instructional Focus

Lesson 13: Political Development in the Early Republic

<p>Essential Questions:</p> <ul style="list-style-type: none"> How did the Federalist and Democratic-Republican visions for the United States differ? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Represent the key positions of Federalists and Democratic-Republicans in a debate, taking on the roles of Alexander Hamilton and Thomas Jefferson. Analyze Washington's attitude toward the role of the federal government in the Whiskey Rebellion and in his Farewell Address. Identify the positions of Federalists and Democratic-Republicans in the election of 1800. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label map of the colonies and new territories Compare and contrast the difference between a Federalist and Republican Identify characteristics and compare Andrew Jackson to past presidents 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material

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<ul style="list-style-type: none"> ● Identify and describe Washington’s policies ● Example the “Stars Spangled Banner” ● Student role play Federalist and Republicans ● Bonus sources ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 14: Foreign Affairs in the Young Nation

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● To what extent should the United States have become involved in world affairs in the early 1800s? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Propose solutions to early U.S. foreign policy challenges, then compare them with real decisions, and evaluate them. ● Identify major events of the War of 1812 and sequence them on a timeline. ● Explain the intent of the Monroe Doctrine. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 15: A Growing Sense of Nationhood

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What did it mean to be an American in the early 1800s?

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<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Describe Henry Clay’s American System. ● Identify themes in American art, music, and literature including works by Washington Irving, Catharine Sedgwick, and Henry Wadsworth Longfellow. ● Identify ways in which politics and popular culture reflected America’s growing national identity. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources ● Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 16: The Rise of Jacksonian Democracy

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How did President Andrew Jackson impact democracy? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Describe the perspectives of various groups of people in response to Jackson and his key policies. ● Assess the impact of Jackson’s policies on the outcome of events. ● Evaluate how Jackson impacted democracy, citing both his positive and negative contributions. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming

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<ul style="list-style-type: none">● Compare and contrast past to present day settlement● Acting out activity on daily life in the colonies● Compare and contrast life in the various regions● Partner work on creating colonial headlines and articles● Student role play● Bonus sources● Textbook series placecard activities	<ul style="list-style-type: none">● Ted/Edu● Teacher made material● Various video clips
Pacing: approx # of class periods: 6 days	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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- **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.

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X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
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Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

8 Gr - Social Studies Unit Plan 6: An Expanding Nation (Lessons 17-19)

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Unit Overview

Students will engage in learning activities to construct and understand how the United States obtained more territories from other tribes and nations. Students will be able to understand and describe the different obstacles settlers encountered, in order to move west.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSL-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none">6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.1.8.EconET.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.6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources	<ul style="list-style-type: none">6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none">6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.

Instructional Focus

Lesson 17: Manifest Destiny and the Growing Nation

Essential Questions:

- How justifiable was U.S. expansion in the 1800s?

Student Learning Objectives:

- Describe the changing boundaries of the United States throughout the 1800s.

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<ul style="list-style-type: none"> Analyze the causes, events, and effects of the Texas War for Independence and the Mexican-American War. Determine the effects of manifest destiny on westward expansion in the 1800s. Evaluate the incentives for territorial expansion and the methods used to acquire these lands in the 1800s. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label map of the colonies and new territories Create journal chronically moving west Research the Oregon Trail Compare and contrast reasons for moving west Example the “Stars Spangled Banner” Student role play a forty-niner Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 18: Life in the West

<p>Essential Questions:</p> <ul style="list-style-type: none"> What were the motives, hardships, and legacies of the groups that moved west in the 1800s? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Analyze the motives, hardships, and economic incentives associated with westward expansion. Describe the role of pioneer women and the new status that western women achieved. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label settlement map of America Analyze America pre-colonial settlement Relate experiences to adapting somewhere new Compare and contrast past to present day settlement Acting out activity on daily life in the colonies Compare and contrast life in the various regions Partner work on creating colonial headlines and articles Student role play 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

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<ul style="list-style-type: none"> • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 8 days</p>	

Lesson 19: Mexicano Contributions to the Southwest

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How have Mexicano contributions influenced life in the United States? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Identify the effects of the Mexican-American War on Mexicanos. • Analyze the influence of Mexicano contributions on the culture and economy of the Southwest in the 1800s and the United States today. • Demonstrate an understanding of Mexicano contributions in their communities. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label settlement map of America • Analyze America pre-colonial settlement • Relate experiences to adapting somewhere new • Compare and contrast past to present day settlement • Acting out activity on daily life in the colonies • Compare and contrast life in the various regions • Partner work on creating colonial headlines and articles • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects

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- **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

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- **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
- **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project	Hand Signals	Lesson Review questions
Unit Test	Student Conference	Share/Pair
Unit Writing Activity	TCI Online activities	Skills Practice
Performance Assessment	TCI interactive notebook	Study Guide
	Google Classroom	Teacher Observation
	Class work/participation	Unit Review
	Critical Thinking Skill activity	Vocabulary Review
	Bonus Source Activity	Graphic Organizers

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	Leveled Reading Activities Partner Activities Content Videos	Homework and Practice pages Writing Connection
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Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers

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ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

8 Gr - Social Studies Unit Plan 7: Americans in the Mid-1800s (Lessons 20-22)

Unit Overview

Students will engage in learning activities to construct and understand how slavery was met with support and resistance in the North and the South. Students will be able to first explain how other groups of people were treated unfairly in the mid-1800s.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
When all members of the group are given the opportunity to participate in the decision making process, everyone's voice is heard.	<ul style="list-style-type: none"> 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

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Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none"> 6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
Global interconnections occur between human and physical systems across different regions of the world.	<ul style="list-style-type: none"> 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	<ul style="list-style-type: none"> 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
Historical events may have single, multiple, and direct and indirect causes and effects.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.

Instructional Focus

Lesson 20: An Era of Reform

<p>Essential Questions:</p> <ul style="list-style-type: none"> To what extent did the reform movements of the mid-1800s improve life for Americans? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Analyze how transcendentalism contributed to the spirit of reform. Describe the conditions in prisons, in schools, for people who were enslaved, and for women in the mid-1800s, and identify the reform movements that resulted. Evaluate how well reform movements improved life for Americans. Explain the contributions of such reformers as Horace Mann, William Lloyd Garrison, Frederick Douglas, and Elizabeth Cady Stanton. Debate the degree to which the grievances from the Declaration of Sentiments have been redressed today. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label map of the colonies and new territories Create journal chronically moving west Research the Oregon Trail Compare and contrast reasons for moving west Example the “Stars Spangled Banner” Student role play a forty-niner 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

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<ul style="list-style-type: none"> • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 5 days</p>	

Lesson 21: The Worlds of North and South

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How was life in the North different from life in the South? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Analyze images to hypothesize how the geographies, economies, types of transportation, and societies differed in the North and South. • Compare the economies and societies of the North and South by recreating scenes from the two regions. • Explain the effects of new inventions and manufacturing methods on the North and South. • Examine the geographic, economic, and political factors involved in building a network of roads, canals, and railroads. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label settlement map of America • Analyze America pre-colonial settlement • Relate experiences to adapting somewhere new • Compare and contrast past to present day settlement • Acting out activity on daily life in the colonies • Compare and contrast life in the various regions • Partner work on creating colonial headlines and articles • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 8 days</p>	

Lesson 22: African American in the Mid-1800s

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How did African Americans face slavery and discrimination in the mid-1800s? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Compare the lives and opportunities of free Black people in the North with those of free Black people in the South. 	

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<ul style="list-style-type: none"> Describe aspects of life for enslaved people and forms of resistance to slavery. Describe and illustrate how people who were enslaved coped with slavery and discrimination. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label settlement map of America Analyze America pre-colonial settlement Relate experiences to adapting somewhere new Compare and contrast past to present day settlement Acting out activity on daily life in the colonies Compare and contrast life in the various regions Partner work on creating colonial headlines and articles Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 10 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects

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- **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

8th Grade Social Studies Curriculum (2022)

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples

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- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

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Internet Resources

Textbook Supplements www.teachtci.com
National Atlas and Map Maker <http://nationalatlas.gov/>
IXL <http://www.ixl.com>
CNN <http://www.cnn.com>
Virtual Library <http://www.museumca.org/usa/states.html>
Library of Congress <http://memory.loc.gov/ammem>

8 Gr - Social Studies Unit Plan 8: The Union Challenged (Lessons 23-25)

Unit Overview

Students will engage in learning activities to construct and understand how tensions over slavery reached its breaking point in the United States. Students will also understand why this crisis developed, and how Congress handled it. Students will further explore how the divided North and South disputes would turn into a war.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Historical events may have single, multiple, and direct and indirect causes and effects.	<ul style="list-style-type: none">6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none">6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none">6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the

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Civil War using multiple sources from different perspectives.

Instructional Focus

Lesson 23: A Dividing Nation

Essential Questions:

- Which events of the mid-1800s kept the nation together, and which events pulled it apart?

Student Learning Objectives:

- Identify the regulations on slavery in the Northwest Ordinance.
- Trace the effects of territorial expansion on the debate over slavery.
- Analyze the impact of key events on the antislavery movement and on the Union.

Suggested Activities

- Introduction videos
- Create, define, and illustrate vocabulary charts
- Label map of new territories to the west
- Compare and contrast different compromises towards slavery
- Create a chart comparing similarities and differences between the North and South
- Label and research each state, and their choice in the war.
- Example the "Gettysburg Address"
- Write journal entries in the perspective of someone alive at that time.
- Partner work of "What if" activity Lincoln was still alive
- Bonus sources
- Textbook series placecard activities

Instructional Materials/Resources

- TCI textbook
- TCI interactive notebook
- TCI online interactive
- Chromebook
- World map
- Writers notebook
- Created props
- Discovery Ed/ United Streaming
- Ted/Edu
- Teacher made material
- Various video clips

Pacing: approx # of class periods: 8 days

Lesson 24: The Civil War

Essential Questions:

- What factors and events influenced the outcome of the Civil War?

Student Learning Objectives:

- Compare the strengths and weaknesses of the Union and Confederacy at the outbreak of the Civil War to predict the outcome of the war.
- Draw connections between significant writings and speeches of Abraham Lincoln and the Declaration of Independence.
- Identify the views of leaders on both sides and compare and contrast the experiences of white and black Union soldiers.

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<ul style="list-style-type: none"> Examine critical battles and events of the war and connect them to the Union's Anaconda Plan. Explain how key events of the Civil War, like the Battle of Gettysburg, affected soldiers and civilians. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label settlement map of America Analyze America pre-colonial settlement Relate experiences to adapting somewhere new Compare and contrast past to present day settlement Acting out activity on daily life in the colonies Compare and contrast life in the various regions Partner work on creating colonial headlines and articles Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 25: The Reconstruction Era

<p>Essential Questions:</p> <ul style="list-style-type: none"> To what extent did Reconstruction bring African Americans closer to full citizenship? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Cite purposes and examples of Black Codes. Identify the effects of the Freedmen's Bureau. Examine the Thirteenth, Fourteenth, and Fifteenth Amendments and their role in Reconstruction. Trace the relationship between President Johnson and Congress. Illustrate the effects of Reconstruction on African Americans' pursuit of full citizenship. Identify the factors that caused African Americans to leave the South. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label settlement map of America Analyze America pre-colonial settlement Relate experiences to adapting somewhere new 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props

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<ul style="list-style-type: none"> • Compare and contrast past to present day settlement • Acting out activity on daily life in the colonies • Compare and contrast life in the various regions • Partner work on creating colonial headlines and articles • Student role play • Bonus sources • Textbook series placecard activities 	<ul style="list-style-type: none"> • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 6 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

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- **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.

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X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
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Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

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8 Gr - Social Studies Unit Plan 9: Migration and Industry (Lessons 26-28)

Unit Overview

Students will engage in learning activities to construct and understand how the growth of industry and agriculture changed, in the decades after the Civil War. Students will also understand and explain how the railroad linked and connected the nation geographically.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory. 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none"> 6.1.8.EconET.4.b: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	<ul style="list-style-type: none"> 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

Instructional Focus

Lesson 26: Tensions in the West

Essential Questions: <ul style="list-style-type: none"> How did settlers change the West and affect Indigenous groups and their way of life? 	
Student Learning Objectives: <ul style="list-style-type: none"> Identify the groups that came west following the Civil War, the reasons they came, and their roles in changing the West. Evaluate the effects of western settlement on Indigenous groups. Describe the clash between Indigenous groups and settlers that resulted from settlement of the frontier. 	
Suggested Activities <ul style="list-style-type: none"> Introduction videos 	Instructional Materials/Resources <ul style="list-style-type: none"> TCI textbook TCI interactive notebook

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<ul style="list-style-type: none"> ● Create, define, and illustrate vocabulary charts ● Label map of new territories to the west ● Label map of Native American locations ● Write a narrative about own broken promise made ● Create advertisement poster about an invention ● Partner work on the rise of Unions (pro and cons) ● Write journal entries in the perspective of an immigrant at this time ● Search a group of people that came to US (where they settled and why) ● Bonus sources ● Textbook series placecard activities 	<ul style="list-style-type: none"> ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips
<p>Pacing: approx # of class periods: 7 days</p>	

Lesson 27: The Rise of Industry

<p>Essential Questions:</p> <ul style="list-style-type: none"> ● Did the benefits of industrialization outweigh the costs? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> ● Replicate assembly-line work and describe the working conditions of the period. ● Explain how industrialists, with government encouragement, created big businesses. ● Compare the costs and benefits of industrialization and urbanization, and identify the effects of urbanization on the nation. ● Evaluate the success of the labor movement in improving conditions. ● Identify inventors and evaluate the impact of their inventions. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> ● Introduction videos ● Create, define, and illustrate vocabulary charts ● Label settlement map of America ● Analyze America pre-colonial settlement ● Relate experiences to adapting somewhere new ● Compare and contrast past to present day settlement ● Acting out activity on daily life in the colonies ● Compare and contrast life in the various regions ● Partner work on creating colonial headlines and articles ● Student role play ● Bonus sources 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> ● TCI textbook ● TCI interactive notebook ● TCI online interactive ● Chromebook ● World map ● Writers notebook ● Created props ● Discovery Ed/ United Streaming ● Ted/Edu ● Teacher made material ● Various video clips

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<ul style="list-style-type: none"> Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 6 days</p>	

Lesson 28: The Great Wave of Immigrants

<p>Essential Questions:</p> <ul style="list-style-type: none"> What was life like for immigrants in the early 1900s? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Compare and contrast experiences of immigrant groups. Describe the journeys of immigrants to the United States. Interpret and express what life was like for U.S. immigrants. Explain why nativism surged in this period and how Congress responded. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label settlement map of America Analyze America pre-colonial settlement Relate experiences to adapting somewhere new Compare and contrast past to present day settlement Acting out activity on daily life in the colonies Compare and contrast life in the various regions Partner work on creating colonial headlines and articles Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 6 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- LA.RH.6-8** - Reading History and Social Studies
 - LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- LA.RST.6-8** - Reading Science and Technical Subjects

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- **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
- **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
- **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects
 - **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
 - **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 - **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
 - **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**

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- **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
- **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
- **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E** - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project	Hand Signals	Lesson Review questions
Unit Test	Student Conference	Share/Pair
Unit Writing Activity	TCI Online activities	Skills Practice
Performance Assessment	TCI interactive notebook	Study Guide
	Google Classroom	Teacher Observation
	Class work/participation	Unit Review
	Critical Thinking Skill activity	Vocabulary Review
	Bonus Source Activity	Graphic Organizers

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	Leveled Reading Activities Partner Activities Content Videos	Homework and Practice pages Writing Connection
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Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples
- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers

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ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

Internet Resources

Textbook Supplements www.teachtci.com
 National Atlas and Map Maker <http://nationalatlas.gov/>
 IXL <http://www.ixl.com>
 CNN <http://www.cnn.com>
 Virtual Library <http://www.museumca.org/usa/states.html>
 Library of Congress <http://memory.loc.gov/ammem>

8 Gr - Social Studies Unit Plan 10: A Modern Nation Emerges (Lessons 29-31)

Unit Overview

Students will engage in learning activities to construct and understand how American expansion overseas and reforms at home, resulted in the growth of the United States.

New Jersey Student Learning Standards

Learning in this unit will focus on:

2020 Social Studies Standards https://www.nj.gov/education/standards/socst/docs/2020NJSLS-SS_Grades6-8.pdf

Core Ideas	Performance Expectations
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism,

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	<p>limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <ul style="list-style-type: none"> 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. 6.3.8.CivicsPR.5: 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. 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy. 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p>	<ul style="list-style-type: none"> 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Instructional Focus

Lesson 29: The Progressive Era

<p>Essential Questions:</p> <ul style="list-style-type: none"> Did the progressives improve life in the United States? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> Determine the impact of the National Grange and the Populist Party. Discuss industrialists' laissez-faire ideals. Describe the effects of urbanization and industrialization on the environment and society. Analyze the success of Progressive reforms in the areas of government, child labor, workers' rights, conservation, equal rights for African Americans, and women's suffrage. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Pick a progressive movement and search Compare and contrast a big business in the early 1900s to today Partner work research on presidents during these times Create own symbol/ cartoon about this country Create an advertisement of an invention at this time. 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips

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<ul style="list-style-type: none"> • Bonus sources • Textbook series placecard activities 	
<p>Pacing: approx # of class periods: 11 days</p>	

Lesson 30: The United States Becomes a World Power

<p>Essential Questions:</p> <ul style="list-style-type: none"> • Should U.S. actions in world affairs around the turn of the 20th century be praised or condemned? 	
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Summarize arguments for and against U.S. expansion. • Identify causes and results of the Spanish-American War. • Explain the process by which the United States gained control of the Panama Canal. • Examine U.S. involvement in World War I and the subsequent peace negotiations. • Analyze political cartoons with differing viewpoints of U.S. actions in world affairs during this era. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> • Introduction videos • Create, define, and illustrate vocabulary charts • Label settlement map of America • Analyze America pre-colonial settlement • Relate experiences to adapting somewhere new • Compare and contrast past to present day settlement • Acting out activity on daily life in the colonies • Compare and contrast life in the various regions • Partner work on creating colonial headlines and articles • Student role play • Bonus sources • Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> • TCI textbook • TCI interactive notebook • TCI online interactive • Chromebook • World map • Writers notebook • Created props • Discovery Ed/ United Streaming • Ted/Edu • Teacher made material • Various video clips
<p>Pacing: approx # of class periods: 9 days</p>	

Lesson 31: Linking Past to Present

<p>Essential Questions:</p> <ul style="list-style-type: none"> • What changes since 1914 have shaped how we live today?
<p>Student Learning Objectives:</p> <ul style="list-style-type: none"> • Paraphrase the events since 1914 that have shaped life in the United States.

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<ul style="list-style-type: none"> Interview a community member and document how historical events have shaped that person's life. 	
<p>Suggested Activities</p> <ul style="list-style-type: none"> Introduction videos Create, define, and illustrate vocabulary charts Label settlement map of America Analyze America pre-colonial settlement Relate experiences to adapting somewhere new Compare and contrast past to present day settlement Acting out activity on daily life in the colonies Compare and contrast life in the various regions Partner work on creating colonial headlines and articles Student role play Bonus sources Textbook series placecard activities 	<p>Instructional Materials/Resources</p> <ul style="list-style-type: none"> TCI textbook TCI interactive notebook TCI online interactive Chromebook World map Writers notebook Created props Discovery Ed/ United Streaming Ted/Edu Teacher made material Various video clips
<p>Pacing: approx # of class periods: 4 days</p>	

Interdisciplinary Connections

Language Arts Literacy

- **LA.RH.6-8** - Reading History and Social Studies
 - **LA.RH.6-8.4** - Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RH.6-8.8** - Distinguish among fact, opinion, and reasoned judgment in a text.
 - **LA.RH.6-8.9** - Analyze the relationship between a primary and secondary source on the same topic.
- **LA.RST.6-8** - Reading Science and Technical Subjects
 - **LA.RST.6-8.4** - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RH.6-8.7** - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
 - **LA.RST.6-8.5** - Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
 - **LA.RST.6-8.8** - Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
 - **LA.RST.6-8.9** - Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.
 - **LA.RST.6-8.1** - Cite specific textual evidence to support analysis of science and technical texts.
- **LA.WHST.6-8** - Writing History, Science and Technical Subjects

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- **LA.WHST.6-8.4** - Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
- **LA.WHST.6-8.6** - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- **LA.WHST.6-8.7** - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- **LA.WHST.6-8.8** - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- **LA.WHST.6-8.1** - Write arguments focused on discipline-specific content.
 - **LA.WHST.6-8.1.B** Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
 - **LA.WHST.6-8.1.C** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
 - **LA.WHST.6-8.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

Integration of Technology

Social Studies instruction engages students in a variety of learning experiences using technology. The following standards will be addressed through activities in this unit:

- **TECH.8.1.8.A - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.**
 - **TECH.8.1.8.A.1** - Demonstrate knowledge of a real world problem using digital tools.
 - **TECH.8.1.8.A.2** - Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
 - **TECH.8.1.8.A.CS1** - Understand and use technology systems.
- **TECH.8.1.8.B - Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and processes using technology.**
 - **TECH.8.1.8.B.CS1** - Apply existing knowledge to generate new ideas, products, or processes.
 - **TECH.8.1.8.B.CS2** - Create original works as a means of personal or group expression.
- **TECH.8.1.8.C - Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.**
 - **TECH.8.1.8.C.CS1** - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
 - **TECH.8.1.8.C.CS4** - Contribute to project teams to produce original works or solve problems.
- **TECH.8.1.8.D - Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.**
 - **TECH.8.1.8.D.1** - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
 - **TECH.8.1.8.D.4** - Assess the credibility and accuracy of digital content.
 - **TECH.8.1.8.D.CS2** - Demonstrate personal responsibility for lifelong learning.
- **TECH.8.1.8.E - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.**
 - **TECH.8.1.8.E.CS1** - Plan strategies to guide inquiry.
 - **TECH.8.1.8.E.CS2** - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

21st Century Life and Career Skills

21st Century Learning Resources:

Partnership for 21st Century Learning <http://www.p21.org/>

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Career Ready Practices (NJDOE) <http://www.nj.gov/education/cte/hl/CRP.pdf>

	CRP1. Act as a responsible and contributing citizen and employee.
X	CRP2. Apply appropriate academic and technical skills.
	CRP3. Attend to personal health and financial well-being.
X	CRP4. Communicate clearly and effectively and with reason.
X	CRP5. Consider the environmental, social and economic impacts of decisions.
X	CRP6. Demonstrate creativity and innovation.
X	CRP7. Employ valid and reliable research strategies.
X	CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
	CRP9. Model integrity, ethical leadership and effective management.
	CRP10. Plan education and career paths aligned to personal goals.
X	CRP11. Use technology to enhance productivity.
X	CRP12. Work productively in teams while using cultural global competence.

Evidence of Learning

Summative Assessment	Formative Assessments and Alternative Activities	
Unit Project Unit Test Unit Writing Activity Performance Assessment	Hand Signals Student Conference TCI Online activities TCI interactive notebook Google Classroom Class work/participation Critical Thinking Skill activity Bonus Source Activity Leveled Reading Activities Partner Activities Content Videos	Lesson Review questions Share/Pair Skills Practice Study Guide Teacher Observation Unit Review Vocabulary Review Graphic Organizers Homework and Practice pages Writing Connection

Instructional Delivery

Student learning experiences will include a combination of instructional strategies appropriate to the content and skills being taught. Lessons may include (but are not limited to) the following:

- Direct instruction/demonstration
- Interactive/Guided reading strategies
- Cooperative learning activities
- Digital activities including videos, games, assessments
- Research projects and Presentation projects
- Small Group Instruction
- Share Examples

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- Visual Aids
- Modeled, Shared, and Independent Activities
- Active Learning
- Literature Activities
- Art Projects

Differentiated Instruction, Accommodations & Adaptation

Tier 1 Classroom Instruction	https://saskatchewanreads.files.wordpress.com/2014/11/intervention_table_31.png
Tier 2 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Tier 3 Classroom Instruction	https://iris.peabody.vanderbilt.edu/module/rti03/cresource/q4/p11/
Classroom Modifications	
Cooperative Learning Groups Alternative Assessments Goal Setting with Students Homework Modified Frequent Breaks	Tests Read Aloud Color Coded Assignments Picture Vocabulary Wall Anchor Charts of Concepts Personal Maps Change in Content, Process, Product
IEP	504
Assessments/assignments read orally w/ extended time Concept chunking Graphic organizer concept maps Picture study guides Small group instruction Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Extended time for assignments Frequent breaks Sign agenda book daily Study guides Graphic organizers
ELL	Gifted
Picture study guides Video presentation/Audio presentation Tests modified to include a word bank and drawings Diagrams while still covering the essential concepts	Independent extension research projects Jigsaw cooperative learning activities Student choice
I&RS/At Risk-	
Small group instruction/assessments Repeat verbal instructions Seating accommodations Extended time for assessments/modified assessments Guided practice	

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Internet Resources

Textbook Supplements www.teachnci.com

National Atlas and Map Maker <http://nationalatlas.gov/>

IXL <http://www.ixl.com>

CNN <http://www.cnn.com>

Virtual Library <http://www.museumca.org/usa/states.html>

Library of Congress <http://memory.loc.gov/ammem>