

Barrington
School District

Haddon Heights
School District

Lawnside
School District

Merchantville
School District



Course Name: Social Studies
Grade 8: September 8, 2022

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

**Resource and activity lists are compiled from all four districts and may not necessarily be reflected in each district or school.

**New Jersey Student Learning Standards
for
Social Studies
INTRODUCTION**

Introduction

The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promote learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission

Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision

An education in social studies fosters a population that:

- Is civic-minded, globally aware, and socially responsible;
- Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
- Considers multiple perspectives, values diversity, and promotes cultural understanding;
- Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
- Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world;
- and Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards

All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLs-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

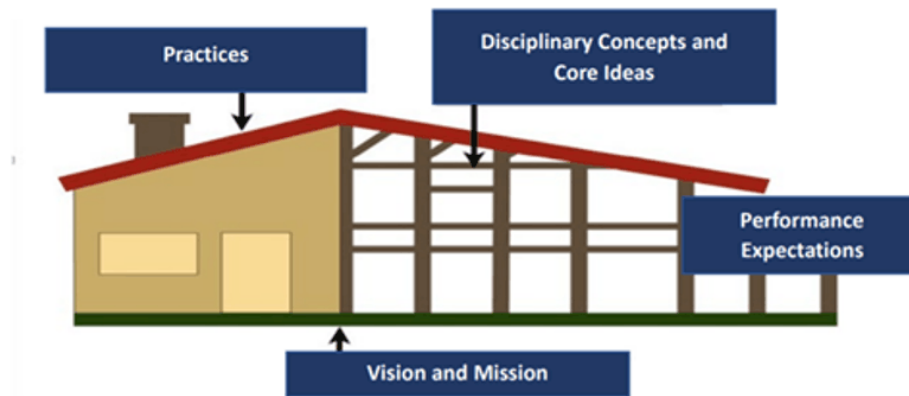
Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLs-SS is intended to:

- promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
- foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
- establish meaningful connections among the major areas of study within social studies;
- prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
- reflect the habits of mind central to social studies that lead to post-secondary success.

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- The *Vision and Mission* serve as the foundation for each content area's standards. They describe the important role of the discipline in the world and reflect the various statutes, regulations, and policy.
- The *Performance Expectations* are the studs and serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.
- The *Disciplinary Concepts and Core Ideas* are the joists and play an integral role in the framing by making connections among the performance expectations. Core ideas help to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).
- The *Practices* are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students' learning of the disciplines.

The following changes can be found in the 2020 NJSLSS-SS:

- New grade bands: by the end of grade 2, 5, 8, and 12;
- Specific performance expectations that address the time periods in Standard 6.1 US History: America in the World – *known as Three Worlds Meet (Beginnings to 1620) and Colonization and Settlement (1585-1763)* – now appear in the grade band by the end of grade 5 (see About the NJSLSS-SS Eras table below); and
- Additional performance expectations in Standard 6.3 Active Citizenship in the 21st Century (by the end of grade 8) to support current day civics

instruction.

Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies
Gathering and Evaluating Resources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives

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Discourse and Critiquing Conclusions	sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Standards in Action: Climate Change

At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLSS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining its effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLSS

The organization and content of the 2020 NJSLSS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C. 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

- 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the

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World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The *core ideas* are derived from the disciplinary concepts and students’ understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The *performance expectations* describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

Coding of Performance Expectations

To promote a unified vision of the NJSLS-SS, an abbreviated form of the disciplinary concepts is included in the alphanumeric code. The disciplinary concepts were abbreviated as follows:

<p>Civics, Government, and Human Rights (Civics)</p> <ul style="list-style-type: none">● Civic and Political Institutions (PI)● Participation and Deliberation (PD)● Democratic Principles (DP)● Processes, Rules and Laws (PR)● Human and Civil Rights (HR)	<p>Geography, People and the Environment (Geo)</p> <ul style="list-style-type: none">● Spatial Views of the World (SV)● Human Population Patterns (PP)● Human Environment Interaction (HE)● Global Interconnections (GI)
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<ul style="list-style-type: none"> ● Civic Mindedness (CM) 	
<p>Economics, Innovation and Technology (Econ)</p> <ul style="list-style-type: none"> ● Economic Ways of Thinking (ET) ● Exchanges and Markets (EM) ● National Economy (NE) ● Global Economy (GE) 	<p>History, Culture, and Perspectives (History)</p> <ul style="list-style-type: none"> ● Continuity and Change (CC) ● Understanding Perspectives (UP) ● Historical Sourcing and Evidence (SE) ● Claims and Argumentation (CA)

The Role of Essential Questions

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

A. Civics, Government, and Human Rights

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

B. Geography, People, and the Environment

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

C. Economics, Innovation, and Technology

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

D. History, Culture, and Perspectives

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

New Jersey Administrative Code Summary and Statutes

Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The structure and implementation of the Social Studies Curriculum is designed in compliance with the following NJ laws.

Amistad Law: N.J.S.A. 18A 52:16A-88

Holocaust Law: N.J.S.A. 18A:35-28

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35

Laura Wooten Law: N.J.S.A. 18A:35-41

Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a

Asian American and Pacific Islanders:18A:35-4.44

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities

Unit 1. Revolution and the New Nation (1754–1820s)

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

Performance Expectations (standards)	TRANSFER	
<p>★ 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</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ★ make informed decisions regarding political choices and the importance of voting. ★ explain the foundations of the United States Democratic system. ★ Understand how our Democratic Republic functions and the importance of good citizenship. ★ know his/her rights as stated in the Constitution and Bill of Rights. ★ Become an active citizen in local, state, and federal policies. ★ 	
<p>★ 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.</p> <p>★ 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>	<p style="text-align: center;"><u>Core Idea</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ★ Governments have different structures which impact development (expansion) and civic participation. <ul style="list-style-type: none"> ○ The Magna Carta, English Bill of Rights, and Mayflower Compact are foundations of our democratic republic. ○ The Articles of Confederation was our nation’s first attempt at unifying the states. 	<p style="text-align: center;"><u>ESSENTIAL QUESTIONS</u></p> <ul style="list-style-type: none"> ★ How did the British Parliament, Magna Carta, English Bill of Rights and Iroquois League influence the development of the United States government? ★ What principles of government are expressed in the Declaration of Independence? ★ What were the Articles of Confederation and why did they not work? ★ What compromises emerged from the Constitutional Convention? ★ How has the Constitution created “a more perfect Union”? ★ What freedoms does the Bill of Rights protect and why are they important?
	MEANING	

<ul style="list-style-type: none"> ★ 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. ★ 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. ★ 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. ★ 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. ★ 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. ★ 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. 	<ul style="list-style-type: none"> ○ The Constitutional Convention required compromise to achieve the goal of creating our federal government. ★ 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"> ○ Citizenship requires obeying laws, registering for selective service, and paying taxes. ★ 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"> ○ The bill of rights guarantees protection from federal intrusion into citizens lives. ★ Political and civil institutions impact all aspects of people’s lives. <ul style="list-style-type: none"> ○ Our system of government is based off of shared power between local, state, and federal government. ★ Political, economic, social, and cultural factors both change and stay the same over time. <ul style="list-style-type: none"> ○ Compare colonial social hierarchy to modern US economic groupings. ★ Geospatial technologies and representations help us to make sense of the distribution of people, places 	
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<ul style="list-style-type: none"> ★ 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. ★ 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. ★ 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. 	<p>and environments, and spatial patterns across earth’s surface.</p> <ul style="list-style-type: none"> ○ analyze maps to show connection between US river systems and colonial expansion. <ul style="list-style-type: none"> ★ Historical contexts and events shaped and continue to shape people’s perspectives. <ul style="list-style-type: none"> ○ Analyze various social groups in colonial America and their eagerness to rebel from England or their willingness to assist England in the war. ★ Examining historical sources may answer questions but may also lead to more questions. <ul style="list-style-type: none"> ○ Analyze language in the Bill of Rights (i.e., “All men are created equal”) and the context in which they were written. ★ Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments <ul style="list-style-type: none"> ○ use primary sources to analyze reasons for or against the war for Independence. 	
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Unit 1: Grade 8 - Lessons

<p><u>Independence/Articles of Confederation</u></p>	
<ul style="list-style-type: none"> I. Analyze famous documents that led to democracy (Magna Carta, Mayflower Compact, VA statute for Religious Freedom, Bill of Rights, etc.) II. Compare colonial regions South, middle, New England and methods of self government. III. Debate/Mock Trial of King George III:: will you sign the Declaration of Independence? IV. Discuss why declaration of Independence does not include mention of slavery. V. Explain the successes and failures of the Articles of Confederation. VI. Mock trial: should Daniel Shays be punished? 	
<p><u>Constitutional Convention</u></p>	
<ul style="list-style-type: none"> I. Analyze the preamble and re-create using modern language II. Debate the need for the Electoral College in Presidential elections. III. Simulate constitution convention: divide students into state groups and form a consensus- compare to Great compromise. 	

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<p>IV. Research Supreme Court Cases that relate to Bill of Rights Amendments.</p> <p>V. Analyze various roles of local, county, state, and federal governments and how they interact in a federal system.</p> <p>VI. Identify requirements for American citizenship.</p>	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Discussions with Peers in Small Groups/Pairs, Turn and talk</p> <p>Practice/Homework</p> <p>Strategic, H.O.T. (Higher Order Thinking) Questioning</p> <p>Graphic Organizers</p> <p>Journal Entry/Double Journal Entry</p> <p>Sentence/Paragraph Summaries</p> <p>Anecdotal Notes</p> <p>Self Evaluation Rubrics</p> <p>Comprehension Quizzes, Assessments</p> <p>Vocabulary Assessments/Quizzes</p> <p>Teacher/Student Conferencing</p> <p>Open Ended Questions</p> <p>Oral Assessments</p> <p>Exit tickets</p>	<p>Teacher created tests</p> <p>Individual/Group Presentations</p> <p>Unit projects</p> <p>End of the Unit Writing Project with a rubric</p> <p>End of Unit Test</p>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric:</p> <p align="center"><u>Marzano Proficiency Scale</u></p> <p>4 - Innovating: Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - Applying: Students will be able to explain the impact of events on later events.</p> <p>2 - Developing- students will be able to explain chronological order of events.</p> <p>1 - Beginning- students will be able to identify historic events and explain their importance.</p>	<p>Suggested Performance Task:</p> <p align="center"><u>Students with needs alternative assessment</u></p> <ul style="list-style-type: none"> Students will research and identify the Federalists and Anti Federalists arguments for the ratification of the Constitution using the textbook and other sources. Students will create a poster graphically showing the differences between the two viewpoints. Students will then write a position statement siding with one group over the other. <p align="center"><u>Gifted and advanced students alternative assessment</u></p> <ul style="list-style-type: none"> Students will choose a current issue that has a constitutional implications. Students will research and identify the constitutional arguments on the issue . Students will create a poster displaying the viewpoints from both sides of the argument. Students will research their representatives to congress and find their positions on the topic. Students will develop their own position statement and incorporate it into a letter that they will write their Senator and or Representative.
District/School Texts	District/School Supplementary Resources
<p>Haddon Heights: Civics: Participating in Government (Prentice Hall - 2001); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p> <p>Barrington: The American Republic: To 1877 (Glencoe McGraw-Hill - 2003); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p>	<p>NewsELA</p> <p>BrainPop</p> <p>Scholastic News</p> <p>History Channel</p> <p>YouTube</p> <p>Quizlet</p> <p>Kahoot</p> <p>Quizizz</p>

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Lawnside: United States History: Beginnings to 1914 ((Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>

Merchantville: United States History: Beginning to 1877 (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>

Khan Academy
 Readworks
Smithsonian Tween Tribune
<https://www.tweentribune.com/>
Softschools.com
http://www.softschools.com/language_arts/reading_comprehension/social_studies/
Common Lit
<https://www.commonlit.org>
History for Kids General
<http://www.historyforkids.org/>
Discovery Education
<http://www.discoveryeducation.com/>
Flocabulary
<https://www.flocabulary.com/subjects/social-studies/>
US History
<http://www.ushistory.org/us/>
Crash Course
<https://www.youtube.com/user/crashcourse>
Mr. Betts Class
https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7OEQNAA
Laughing Historically
<https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA>
Disney The American Presidents
<https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeitj9WgOyBn7T>
Election website
<https://www.270towin.com/maps/>
 ICivics games and activities
<https://www.icivics.org/>
 NJ Amistad Curriculum
<http://www.njamistadcurriculum.net/>
 US Government Resources:
<https://www.whitehouse.gov/>
<https://www.congress.gov/>
<https://www.supremecourt.gov/>
<https://www.nj.gov/>

Interdisciplinary Connections

ELA	Math	Science
RH.6-8.1	3.MD.D.8	K-2-ETS1-1 3-LS3-2

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<p>RH.6-8.2 RH.6-8.7 RH.6-8.9 RH.6-8.10 WHST.6-8.1.A to E WHST.6-8.2 WHST.6-8.2.a. WHST.6-8.2.b WHST.6-8.2.c WHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6 SL.6-8.1 SL.6-8.4 SL.6-6.5 SL.6-8.6</p>	<p>4.MD.A.2 4.MD.B.3 5.NF.A.2 5.NF.B.6 5.NF.B.7.c 5.MD.B.2 6.RP.3 6.NS.C.5 6.NS.C.7.b 6.NS.C.8 6.EE.C.9 6.SPA 6.SP.B 7.RP.A 7.NS.A.3 7.EE.B 7.SPA 7.SP.B 8.EE.8.c 8.F.B 8.SPA.1-4</p>	<p>3-5ETS1-1 3-5ETS1-2 3-5ETS1-3</p>
<p><u>21st Century Skills/Career Education</u> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.2.8.B.3 9.2.8.B.7</p>	<p><u>Technology</u> 8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. - Understand and use technology systems. - Select and use applications effectively and productively. 8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior. - Advocate and practice safe, legal, and responsible use of information and technology. - Demonstrate personal responsibility for lifelong learning. - Exhibit leadership for digital citizenship.</p>	

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<p>9.3.12.AR-VIS.3 9.3.12.ED.1 9.3.12.ED.2 9.3.GV.1 9.3.GV-FIR.1 9.3.GV-GOV.1 9.3.GV-GOV.2 9.3.GV-SEC.4 9.3.GV-MGT.1 9.3.IT.4 9.3.IT-WD.10 9.3.ST.2 9.3.ST-ET.1 9.3.ST-SM.4</p>	<p>8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> - Plan strategies to guide inquiry. - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. - Process strategies to guide inquiry. 	
Modifications and Accommodations		
<p align="center"><u>Special Education Students</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	<p align="center"><u>English Language Learners</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response</p>	<p align="center"><u>Students at Risk of School Failure</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>
<p align="center"><u>Gifted and Talented</u></p> <p>extension project leveled text leadership roles intentional grouping targeted learning from assessment</p>	<p align="center"><u>Students with 504 Plans</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance</p>	

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<p>DOK higher order questions Blooms - analyze, evaluate, create</p>	<p>provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	
Unit Duration: Instructional Days		
40 days		

<p>STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>		
Unit 2: ECONOMICS AND EARLY GOVERNMENT		
Performance Expectations (standards)	TRANSFER	
<p>★ 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> <p>★ 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p> <p>★ 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.</p> <p>★ 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.</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ★ Explain how early debates about the functions of government affect us today. ★ Debate the role of government in deciding public land use, trade policy, economic policy, etc. ★ Examine the government policy toward Native American populations and its effect on native populations today. ★ Be a good citizen. 	
	MEANING	
<p align="center"><u>Core Idea</u></p> <ul style="list-style-type: none"> ★ 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"> ○ Andrew Jackson transformed the image of the President with an appeal to working class voters. ★ Economic decision-making involves setting goals, weighing costs and 	<p align="center"><u>ESSENTIAL QUESTIONS</u></p> <ul style="list-style-type: none"> ★ How did the Federalist and Republican visions for the United States differ? ★ To what extent should the United States have become involved in world affairs in the early 1800s? ★ What did it mean to be an American in the early 1800s? ★ How well did President Andrew Jackson promote democracy? 	

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<p>★ 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.</p>	<p>benefits, and identifying the resources available to achieve those goals.</p> <ul style="list-style-type: none"> ○ Hamilton and Jefferson approached economics and government with two separate visions (i.e. big government vs. small government) <p>★ Chronological sequencing helps us understand the interrelationship of historical events</p> <ul style="list-style-type: none"> ○ Early Supreme Court cases set precedent for future decisions. <p>★ The United States system if government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice and property rights.</p> <ul style="list-style-type: none"> ○ Conflict over trade and sailor impressment led to the war of 1812 with England. 	<p>★ Should the United States Government pay reparations for the Trail of Tears?</p>
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Unit 2: Grade 8 - Lessons

- I. Analyze debates within Washington’s cabinet; how are these debates reflected in modern society?
- II. Debate the pro’s and con’s of a two party political system.
- III. Define tariffs and explain the effects they have on international trade.
- IV. Analyze costs and benefits of neutrality in foreign affairs before the war of 1812.
- V. Analyze maps that show the expansion of the US through the Louisiana Purchase and the expeditions to explore the new lands.
- VI. Explain causes and effects of the War of 1812.
- VII. Explain how increased voting rights affected the election of 1828.
- VIII. Analyze controversies during the Andrew Jackson’s Presidency (spoils system, National Bank, tariff of abominations, uniform currency, Indian Removal Act).

District/School Formative Assessment Plan

Discussions with Peers in Small Groups/Pairs, Turn and talk
 Practice/Homework
 Strategic, H.O.T. (Higher Order Thinking) Questioning
 Graphic Organizers
 Journal Entry/Double Journal Entry
 Sentence/Paragraph Summaries
 Anecdotal Notes

District/School Summative Assessment Plan

Teacher created tests
 Individual/Group Presentations
 Unit projects
 End of the Unit Writing Project with a rubric
 End of Unit Test

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Self Evaluation Rubrics Comprehension Quizzes, Assessments Vocabulary Assessments/Quizzes Teacher/Student Conferencing Open Ended Questions Oral Assessments Exit tickets		
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric: <u>Marzano Proficiency Scale</u></p> <p>4 - Innovating: Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - Applying: Students will be able to explain the impact of events on later events.</p> <p>2 - Developing- students will be able to explain chronological order of events.</p> <p>1 - Beginning- students will be able to identify historic events and explain their importance.</p>	<p>Suggested Performance Task: <u>Students with needs alternative assessments</u></p> <ul style="list-style-type: none"> Students will create a poster chart of the first four presidents. The chart will list each president and their term of office. Under each President the student will list successes and failures. The student will then write a short essay on which President they believe did the best for the early country. <p><u>Gifted or advanced students</u></p> <ul style="list-style-type: none"> Students will research the Indian Removal act of 1830. Using the information that they discover they will imagine that they are part of congress during the debate of the act and create a speech in opposition of the act. Students will research two different tribes and write a report on the effects of the removal to each tribe. Students will then research a current Native American issues and write a speech on their position as if they we addressing congress. 	
District/School Texts	District/School Supplementary Resources	
<p>Haddon Heights: Civics: Participating in Government (Prentice Hall - 2001); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p> <p>Barrington: The American Republic: To 1877 (Glencoe McGraw-Hill - 2003); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p> <p>Lawnside: United States History: Beginnings to 1914 ((Holt McDougal - 2012); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p> <p>Merchantville: United States History: Beginning to 1877 (Holt McDougal - 2012); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p>	NewsELA BrainPop Scholastic News History Channel YouTube Quizlet Kahoot Quizizz Khan Academy Readworks Smithsonian Tween Tribune https://www.tweentribune.com/ Softschools.com http://www.softschools.com/language_arts/reading_comprehension/social_studies/ Common Lit https://www.commonlit.org History for Kids General http://www.historyforkids.org/ Discovery Education http://www.discoveryeducation.com/	

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	<p><u>Flocabulary</u> https://www.flocabulary.com/subjects/social-studies/ <u>US History</u> http://www.ushistory.org/us/ <u>Crash Course</u> https://www.youtube.com/user/crashcourse <u>Mr. Betts Class</u> https://www.youtube.com/channel/UCET3_UuMO_ZMnvIv7OEQNAA <u>Laughing Historically</u> https://www.youtube.com/channel/UC-0HhAL6vBLtOLknQhIr8qA <u>Disney The American Presidents</u> https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmlNWvnsvISTcXDrzeitj9WgOyBn7T <u>Election website</u> https://www.270towin.com/maps/ ICivics games and activities https://www.icivics.org/ NJ Amistad Curriculum http://www.njamistadcurriculum.net/ US Government Resources: https://www.whitehouse.gov/ https://www.congress.gov/ https://www.supremecourt.gov/ https://www.nj.gov/</p>
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Interdisciplinary Connections

ELA	Math	Science
RH.6-8.1	3.MD.D.8	K-2ETS1-1
RH.6-8.2	4.MD.A.2	2-ESS2-2
RH.6-8.7	4.MD.B.3	2-ESS2-3
RH.6-8.9	5.NF.A.2	3-ESS3-2
RH.6-8.10	5.NF.B.6	3-LS4-4
WHST.6-8.1.A to E	5.NF.B.7.c	3-ESS2-1
WHST.6-8.2	5.MD.B.2	3-ESS2-2
WHST.6-8.2.a.	6.RP.3	3-ESS3-1
WHST.6-8.2.b	6.NS.C.5	3-5ETS1-1
WHST.6-8.2.c	6.NS.C.7.b	3-5ETS1-2
WHST.6-8.4	6.NS.C.8	3-5ETS1-3
WHST.6-8.6	6.EE.C.9	4-PS3-4
WHST.6-8.7	6.SPA	4-ESS2-1
		4-ESS2-2

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<p>WHST.6-8.8 WHST.6-8.9 L.6-8.1 L.6-8.6 SL.6-8.1 SL.6-8.4 SL.6-6.5 SL.6-8.6</p>	<p>6.SP.B 7.RP.A 7.NS.A.3 7.EE.B 7.SP.A 7.SP.B 8.EE.8.c 8.F.B 8.SP.A.1-4</p>	
<p><u>21st Century Skills/Career Education</u> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.1.8.B.6 9.1.8.F.1 9.2.8.B.3 9.2.8.B.7 9.3.12.AR-JB.3 9.3.GV.1 9.3.GV-FIR.1 9.3.GV-GOV.1 9.3.GV-GOV.2 9.3.GV-GOV.3 9.3.GV-SEC.4 9.3.IT.4 9.3.IT-WD.10</p>	<p align="center"><u>Technology</u></p> <p>8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <ul style="list-style-type: none"> - Understand and use technology systems. - Select and use applications effectively and productively. <p>8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> - Advocate and practice safe, legal, and responsible use of information and technology. - Demonstrate personal responsibility for lifelong learning. - Exhibit leadership for digital citizenship. <p>8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> - Plan strategies to guide inquiry. - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. - Process strategies to guide inquiry. 	

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<p>9.3.ST.2 9.3.ST.6 9.3.ST-ET.1 9.3.ST-SM.4</p>		
Modifications and Accommodations		
<p style="text-align: center;"><u>Special Education Students</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	<p style="text-align: center;"><u>English Language Learners</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response</p>	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>
<p style="text-align: center;"><u>Gifted and Talented</u></p> <p>extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create</p>	<p style="text-align: center;"><u>Students with 504 Plans</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities</p>	

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	extended time breaks check-in/check-out system	
Unit Duration: Instructional Days		
40 days		

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 3. Expansion and Reform (1801–1861)

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.

Performance Expectations (standards)	TRANSFER	
<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. ★ 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.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. ★ 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. ★ 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. 	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ★ Explain how the United States expanded its borders from coast to coast. ★ Identify how the economy of the north changed due to the Industrial Revolution. ★ Understand how immigrants from around the world come to America hoping for better opportunities. ★ Explain how the South’s reliance on slave labor limited progress and caused conflict throughout the country. ★ Explain how reform movements are essential to facing challenges and solving social problems in a Democratic-Republic. 	
	MEANING	
<p style="text-align: center;"><u>Core Idea</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ★ Social and political systems have protected and denied human rights (to varying degrees) throughout time. <ul style="list-style-type: none"> ○ The Southern economy leading up to the Civil War was based on agriculture and slave labor. ○ African Americans faced slavery and discrimination throughout the states. ★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors <ul style="list-style-type: none"> ○ The concept of Manifest 	<p style="text-align: center;"><u>ESSENTIAL QUESTIONS</u></p> <ul style="list-style-type: none"> ★ How justifiable was U.S. expansion in the 1800s? ★ What were the motives, hardships, and legacies of the groups that moved west in the 1800s? ★ How have Mexicano contributions influenced life in the United States? ★ To what extent did the reform movements of the mid-1800s improve life for Americans? ★ How was life in the North different from life in the South? ★ How did African Americans face slavery and discrimination in the mid-1800s? ★ How did Chinese immigration and Hispanic citizens contribute to westward expansion? 	

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<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. ★ 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted. ★ 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. 	<p style="text-align: center;">Destiny was a guiding factor in determining US policy towards native removal, texas annexation, and war with Mexico.</p> <ul style="list-style-type: none"> ★ 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"> ○ Reform movements (anti-slavery, women’s rights, education, prison reform) developed in an effort to improve society. ★ Geospatial technologies and representations help us make sense of the distribution of people, places and environments, and spatial patterns across the earth’s surface <ul style="list-style-type: none"> ○ Immigrants from China and Europe faced hardships but became part of the American fabric. ★ 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"> ○ The Northern economy leading up to the Civil War was based on industrial growth and cheap immigrant labor. ★ A national economy includes studying the changes in the amounts of qualities of human capital, physical capital, and natural resources. <ul style="list-style-type: none"> ○ Push-Pull factors led to the belief in Manifest destiny. 	<ul style="list-style-type: none"> ★ How did different groups impact the California Gold Rush?
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Unit 3: Grade 8 - Lessons

- I. Compare and contrast labor systems in pre Civil War America (slavery, indentured servants, immigrant laborers, etc.)
- II. Chart the Expansion of the United States through diplomacy and/or conquest.

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<p>III. Analyze push pull factors that brought an influx of Chinese, Irish, and other groups to immigrate to America in the 19th century.</p> <p>IV. Explain the effects of Manifest Destiny on various social groups (immigrants, Free-African Americans, women, Native Americans, Mexicans, etc.)</p> <p>V. Highlight New Jersey’s connection to the underground railroad (Peter Mott house)</p> <p>VI. Analyze various strategies used by abolitionists and evaluate the effectiveness of their actions.</p> <p>VII. Identify the social, economic, political, and technological differences between North and South and how they contributed to the Civil War conflict.</p> <p>VIII. Identify contributors to reform movements in the 19th century (abolitionists, women’s rights, school reform, prison reform, workers rights, etc.)</p>	
District/School Formative Assessment Plan	District/School Summative Assessment Plan
<p>Discussions with Peers in Small Groups/Pairs, Turn and talk</p> <p>Practice/Homework</p> <p>Strategic, H.O.T. (Higher Order Thinking) Questioning</p> <p>Graphic Organizers</p> <p>Journal Entry/Double Journal Entry</p> <p>Sentence/Paragraph Summaries</p> <p>Anecdotal Notes</p> <p>Self Evaluation Rubrics</p> <p>Comprehension Quizzes, Assessments</p> <p>Vocabulary Assessments/Quizzes</p> <p>Teacher/Student Conferencing</p> <p>Open Ended Questions</p> <p>Oral Assessments</p> <p>Exit tickets</p>	<p>Teacher created tests</p> <p>Individual/Group Presentations</p> <p>Unit projects</p> <p>End of the Unit Writing Project with a rubric</p> <p>End of Unit Test</p>
Alternative Assessments	
Evaluative Criteria	Assessment Evidence
<p>Suggested Performance Rubric:</p> <p align="center"><u>Marzano Proficiency Scale</u></p> <p>4 - Innovating: Students will be able to predict outcomes of historic events and apply to current issues in history.</p> <p>3 - Applying: Students will be able to explain the impact of events on later events.</p> <p>2 - Developing- students will be able to explain chronological order of events.</p> <p>1 - Beginning- students will be able to identify historic events and explain their importance.</p>	<p>Suggested Performance Task:</p> <p align="center"><u>Students with needs alternative assessment</u></p> <ul style="list-style-type: none"> • Create a graphic timeline poster of the period of Texas fight for independence(1836) to the statehood of California (1850). Students should include as many events that help describe the movement of Americans westward. Students should include a written state on how their poster demonstrates the principle of Manifest Destiny. <p align="center"><u>Gifted and or advanced student alternative assessment</u></p> <ul style="list-style-type: none"> • Students will research the Gold Rush of 1849. Students will create a newspaper from a mining town reporting on life and experiences in the town. News stories should include the hardships, the different backgrounds, the successes and failures, life in the mining town, ads for services provided in the mining town, job postings and crime reports. Students will then research modern “boomtowns” and write a report on the industry that is causing the people to move and why the movement is happening.
District/School Texts	District/School Supplementary Resources
<p>Haddon Heights: Civics: Participating in Government (Prentice Hall - 2001); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p>	<p>NewsELA</p> <p>BrainPop</p> <p>Scholastic News</p> <p>History Channel</p> <p>YouTube</p>

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Barrington: The American Republic: To 1877 (Glencoe McGraw-Hill - 2003); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>

Lawnside: United States History: Beginnings to 1914 ((Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>

Merchantville: United States History: Beginning to 1877 (Holt McDougal - 2012); NJ Amistad online textbook <http://www.njamistadcurriculum.net/>

Quizlet
Kahoot
Quizizz
Khan Academy
Readworks
Smithsonian Tween Tribune
<https://www.tweentribune.com/>
Softschools.com
http://www.softschools.com/language_arts/reading_comprehension/social_studies/
Common Lit
<https://www.commonlit.org>
History for Kids General
<http://www.historyforkids.org/>
Discovery Education
<http://www.discoveryeducation.com/>
Flocabulary
<https://www.flocabulary.com/subjects/social-studies/>
US History
<http://www.ushistory.org/us/>
Crash Course
<https://www.youtube.com/user/crashcourse>
Mr. Betts Class
https://www.youtube.com/channel/UCET3_UuMO_ZMn_vIv7OEQNAA\
Laughing Historically
<https://www.youtube.com/channel/UC-0HhAL6vBLtOLknOhIr8qA>
Disney The American Presidents
<https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeitj9WgOyBn7T>
Election website
<https://www.270towin.com/maps/>
ICivics games and activities
<https://www.icivics.org/>
NJ Amistad Curriculum
<http://www.njamistadcurriculum.net/>
US Government Resources:
<https://www.whitehouse.gov/>
<https://www.congress.gov/>
<https://www.supremecourt.gov/>
<https://www.nj.gov/>

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	<p>The Impact of Expansion on the Chinese Immigrants and Hispanic Citizens https://pressbooks-dev.oer.hawaii.edu/ushistory/chapter/the-impact-of-expansion-on-chinese-immigrants-and-hispanic-citizens/</p> <p>African Americans in the Gold Rush https://www.pbs.org/wgbh/americanexperience/features/oldrush-stephen-hill/</p> <p>The Gold Rush Impact on Native American Tribes https://www.pbs.org/wgbh/americanexperience/features/oldrush-value-land/</p> <p>Chinese Immigrants during the Gold Rush https://www.pbs.org/wgbh/americanexperience/features/oldrush-chinese-immigrants/</p>
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Interdisciplinary Connections

ELA	Math	Science
RH.6-8.1	3.MD.D.8	K-2ETS1-1
RH.6-8.2	4.MD.A.2	2-ESS2-1
RH.6-8.7	4.MD.B.3	2-ESS2-2
RH.6-8.9	5.NF.A.2	2-ESS2-3
RH.6-8.10	5.NF.B.6	3-LS3-2
WHST.6-8.1.A to E	5.NF.B.7.c	3-LS4-4
WHST.6-8.2	5.MD.B.2	3-ESS2-1
WHST.6-8.2.a.	6.RP.3	3-ESS2-2
WHST.6-8.2.b	6.NS.C.5	3-5ETS1-1
WHST.6-8.2.c	6.NS.C.7.b	3-5ETS1-2
WHST.6-8.4	6.NS.C.8	3-5ETS1-3
WHST.6-8.6	6.EE.C.9	4-PS3-4
WHST.6-8.7	6.SPA	4-ESS2-1
WHST.6-8.8	6.SP.B	4-ESS2-2
WHST.6-8.9	7.RP.A	
L.6-8.1	7.NS.A.3	
L.6-8.6	7.EE.B	
SL.6-8.1	7.SPA	
SL.6-8.4	7.SP.B	

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<p>SL.6-6.5 SL.6-8.6</p>	<p>8.EE.8.c 8.F.B 8.SP.A.1-4</p>	
<p><u>21st Century Skills/Career Education</u> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP5. Consider the environmental, social and economic impacts of decisions. CRP6. Demonstrate creativity and innovation. CRP7. Employ valid and reliable research strategies. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence. 9.1.8.B.6 9.1.8.D.5 9.1.8.F.1 9.2.8.B.3 9.3.12.AG.2 9.3.12.AG-NR.3 9.3.12.ED.1 9.3.12.ED.2 9.3.GV.1 9.3.GV.4 9.3.GV-GOV.2 9.3.GV-GOV.3 9.3.GV-MGT.1 9.3.IT.1 9.3.IT.4 9.3.IT-WD.10 9.3.MN.1. 9.3.ST.2 9.3.ST.6 9.3.ST-SM.4</p>	<p><u>Technology</u> 8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. <ul style="list-style-type: none"> - Understand and use technology systems. - Select and use applications effectively and productively. 8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior. <ul style="list-style-type: none"> - Advocate and practice safe, legal, and responsible use of information and technology. - Demonstrate personal responsibility for lifelong learning. - Exhibit leadership for digital citizenship. 8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information. <ul style="list-style-type: none"> - Plan strategies to guide inquiry. - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. - Process strategies to guide inquiry. </p>	

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<p>9.3.12.TD.1 9.3.12.TD.3</p>		
Modifications and Accommodations		
<p style="text-align: center;"><u>Special Education Students</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>	<p style="text-align: center;"><u>English Language Learners</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system TPR Total Physical Response</p>	<p style="text-align: center;"><u>Students at Risk of School Failure</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks check-in/check-out system</p>
<p style="text-align: center;"><u>Gifted and Talented</u></p> <p>extension project leveled text leadership roles intentional grouping targeted learning from assessment DOK higher order questions Blooms - analyze, evaluate, create</p>	<p style="text-align: center;"><u>Students with 504 Plans</u></p> <p>small group/intentional grouping preferred seating direct instruction provide background knowledge provide individual/small group assistance provide student friendly definitions for vocabulary modified assignments (reduce/revise) provide notes/study guides restate/rephrase graphic organizers, labels, word banks visuals chunking leveled text read text, use audio when available kinesthetic activities extended time breaks</p>	

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	check-in/check-out system	
Unit Duration: Instructional Days		
40 days		

STANDARD: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Unit 4. Civil War and Reconstruction (1850–1877)

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.

Performance Expectations (standards)	TRANSFER	
<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.HistoryCC.5.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. ★ 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. ★ 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 	<p><i>Students will be able to independently use their knowledge to...</i></p> <ul style="list-style-type: none"> ★ Explain the causes and effects of the Civil War. ★ Examine the lives of soldiers and civilians who impacted the outcome of the war. ★ Explain the strengths and weaknesses of North and South that determine the outcome of the war. ★ Analyze the effectiveness of Reconstruction. 	
	MEANING	
	<p style="text-align: center;"><u>Core Ideas</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ★ Historical events have a single, multiple, and direct and indirect causes and effects <ul style="list-style-type: none"> ○ Failed compromises over slavery led to the Secession of Southern State. ○ The Civil War was the most deadly American conflict in our history. ○ Reconstruction was an effort to reunite the country and protect the rights of former slaves. ★ Historical contexts and events shaped and continue to shape people’s perspectives. <ul style="list-style-type: none"> ○ Women immigrants, and African-Americans played important roles in the war effort. 	<p style="text-align: center;"><u>ESSENTIAL QUESTIONS</u></p> <ul style="list-style-type: none"> ★ Which events of the mid-1800s kept the nation together and which events pulled it apart? ★ Why was the Civil War fought? ★ What factors and events influenced the outcome of the Civil War? ★ To what extent did Reconstruction bring African Americans closer to full citizenship?

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<p>Lincoln and Johnson toward the reconstruction of the South.</p> <p>★ 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>★ 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.</p>	<p>★ Historical events and developments are shaped by social, political, cultural, technological, and economic factors</p> <ul style="list-style-type: none"> ○ Industrial might and new technologies made the Civil War the first example of modern warfare. 	
Unit 4: Grade 8 - Lessons		
<p>I. Chart famous battles and events from the Civil War.</p> <p>II. Analyze causes of the Civil War (long term, mid term, short term, and triggering event).</p> <p>III. Analyze primary sources of soldiers, photography, and casualty charts to understand the difficulties in fighting the Civil War.</p> <p>IV. Identify important contributors to the outcome of the Civil War (civilians, African Americans, women, soldiers, political leaders, etc.)</p> <p>V. Examine the Gettysburg Address and Emancipation Proclamation; how do they address the goals of the war?</p> <p>VI. Analyze the strategies proposed by President Lincoln for Reconstruction vs. President Johnson’s plan.</p> <p>VII. Identify the 13th, 14th, and 15th amendment and evaluate their effectiveness at achieving the goals of reconstruction.</p>		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
<p>Discussions with Peers in Small Groups/Pairs, Turn and talk</p> <p>Practice/Homework</p> <p>Strategic, H.O.T. (Higher Order Thinking) Questioning</p> <p>Graphic Organizers</p> <p>Journal Entry/Double Journal Entry</p> <p>Sentence/Paragraph Summaries</p> <p>Anecdotal Notes</p> <p>Self Evaluation Rubrics</p> <p>Comprehension Quizzes, Assessments</p> <p>Vocabulary Assessments/Quizzes</p> <p>Teacher/Student Conferencing</p> <p>Open Ended Questions</p> <p>Oral Assessments</p> <p>Exit tickets</p>	<p>Teacher created tests</p> <p>Individual/Group Presentations</p> <p>Unit projects</p> <p>End of the Unit Writing Project with a rubric</p> <p>End of Unit Test</p>	
Alternative Assessments		
Evaluative Criteria	Assessment Evidence	
<p>Suggested Performance Rubric: <u>Marzano Proficiency Scale</u> 4 - Innovating: Students will be able to predict outcomes of historic events and apply to</p>	<p>Suggested Performance Task: <u>Students with needs alternative assessment</u></p> <ul style="list-style-type: none"> ● Students will create a tri-parte chart of “USA Problems before the War”, “USA problems during the Civil War” and “USA problems after the civil war” Students should identify and explain three 	

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<p>current issues in history.</p> <p>3 - Applying: Students will be able to explain the impact of events on later events.</p> <p>2 - Developing- students will be able to explain chronological order of events.</p> <p>1 - Beginning- students will be able to identify historic events and explain their importance.</p>	<p>problems each on separate index cards. On the back of each card students will write what the solution was and tape the card to the corresponding column.</p> <p align="center"><u>Gifted or advanced student alternative assessment</u></p> <ul style="list-style-type: none"> • Students will create a talk show panel of two Civil War politicians, or two Civil War Generals to interview. Students must create 7 questions to ask their guests about their experiences during the war and their thoughts during the events of the war. Students then must create the answers that each guest might give. If willing students can recruit two other students as actors and present their talk show to the class.
District/School Texts	District/School Supplementary Resources
<p>Haddon Heights: Civics: Participating in Government (Prentice Hall - 2001); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p> <p>Barrington: The American Republic: To 1877 (Glencoe McGraw-Hill - 2003); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p> <p>Lawnside: United States History: Beginnings to 1914 ((Holt McDougal - 2012); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p> <p>Merchantville: United States History: Beginning to 1877 (Holt McDougal - 2012); NJ Amistad online textbook http://www.njamistadcurriculum.net/</p>	<p>NewsELA</p> <p>BrainPop</p> <p>Scholastic News</p> <p>History Channel</p> <p>YouTube</p> <p>Quizlet</p> <p>Kahoot</p> <p>Quizizz</p> <p>Khan Academy</p> <p>Readworks</p> <p>Smithsonian Tween Tribune https://www.tweentribune.com/</p> <p>Softschools.com http://www.softschools.com/language_arts/reading_comp_rehension/social_studies/</p> <p>Common Lit https://www.commonlit.org</p> <p>History for Kids General http://www.historyforkids.org/</p> <p>Discovery Education http://www.discoveryeducation.com/</p> <p>Flocabulary https://www.flocabulary.com/subjects/social-studies/</p> <p>US History http://www.ushistory.org/us/</p> <p>Crash Course https://www.youtube.com/user/crashcourse</p> <p>Mr. Betts Class https://www.youtube.com/channel/UCET3_UuMO_ZMn_vIv7QEQNAA</p> <p>Laughing Historically https://www.youtube.com/channel/UC-0HhAL6vBLtQLknQhIr8qA</p> <p>Disney The American Presidents</p>

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		https://www.youtube.com/watch?v=Zm5uPqucnHk&list=PLQUnmINWvnsvISTcXDrzeitj9WgOyBn7T <i>Election website</i> https://www.270towin.com/maps/ ICivics games and activities https://www.icivics.org/ NJ Amistad Curriculum http://www.njamistadcurriculum.net/ https://timbuctoonj.com/ US Government Resources: https://www.whitehouse.gov/ https://www.congress.gov/ https://www.supremecourt.gov/ https://www.nj.gov/
Interdisciplinary Connections		
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21st Century Skills/Career Education	Technology	

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<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>9.1.8.B.6</p> <p>9.1.8.D.5</p> <p>9.1.8.F.1</p> <p>9.2.8.B.3</p> <p>9.3.12.AG.2</p> <p>9.3.12.AG-NR.3</p> <p>9.3.12.ED.1</p> <p>9.3.12.ED.2</p> <p>9.3.GV.1</p> <p>9.3.GV.4</p> <p>9.3.GV-GOV.2</p> <p>9.3.GV-GOV.3</p> <p>9.3.GV-MGT.1</p> <p>9.3.IT.1</p> <p>9.3.IT.4</p> <p>9.3.IT-WD.10</p> <p>9.3.MN.1.</p> <p>9.3.ST.2</p> <p>9.3.ST.6</p> <p>9.3.ST-SM.4</p> <p>9.3.12.TD.1</p> <p>9.3.12.TD.3</p>	<p>8.1.8.A.1 to 3 - Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <ul style="list-style-type: none"> - Understand and use technology systems. - Select and use applications effectively and productively. <p>8.1.8.D.1 to 5 - Digital Citizenship : Students understand human, cultural, societal issues related to technology and practice legal and ethical behavior.</p> <ul style="list-style-type: none"> - Advocate and practice safe, legal, and responsible use of information and technology. - Demonstrate personal responsibility for lifelong learning. - Exhibit leadership for digital citizenship. <p>8.1.8.E.1 - Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.</p> <ul style="list-style-type: none"> - Plan strategies to guide inquiry. - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. - Process strategies to guide inquiry. 	
Modifications and Accommodations		
Special Education Students	English Language Learners	Students at Risk of School Failure

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<p align="center">Unit Duration: Instructional Days</p>		
<p align="center">40 days</p>		

