

Crest Memorial School Curriculum and Pacing Guide	
Grade: 8	Subject Area: Social Studies
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: At the Wildwood Crest School District, our mission is to cultivate a dynamic learning environment that inspires excellence, empowers individual growth, and fosters a deep commitment to high standards. We are dedicated to providing a student-specific learning experience that recognizes and nurtures the unique potential within each learner.

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.

Integration of Technology

- 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
- 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

21st Century Skills

- 9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

Career Education

- 9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

Interdisciplinary Connection

RI.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) two or more texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Accommodations and Modifications

Special Education	• Follow 504/IEP accommodations • Allow students to compare notes at the end of class with teacher notes • Provide a word bank • Provide multiple choice answers • Provide study guides in advance of tests • Allow extra time for tests and assignments
English Language Learners	• Use of Google translate dictionaries to locate words in native language • Allow extended time for project and test/quiz completion. • Reduce multiple choices to two. • Offer book choices written in native language
Students At-Risk of Failure	• Allow verbalization before writing • Use audio materials when necessary • Read tests aloud • Restate, reword, clarify directions • Re-teach concepts using small groups
Gifted and Talented	• Student Choice • Assignment, Project, and Assessment Modification Based on Individual Student Needs

Students with 504 Plans	● Follow 504/IEP accommodations ● Provide educational “breaks” as necessary ● Chunking content into “digestible bites” ● Shorten assignments to focus on mastery concept ● Use mnemonic devices
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Assessments	
Formative	● Lesson quick checks (Exit tickets) ● Teacher Observation
Summative	● Oral place presentation ● End of unit textbook comprehension test
Benchmark	● Baseline place labeling geography assessment
Alternative	● Performance Tasks ● Projects

Pacing Guide	
Unit Title: Slavery	Number of days: 17

Unit Learning Goals
● Students will evaluate how U.S. policies, economic systems, and social ideologies reinforced the practice of slavery before the Civil War. ● Students will explain how slavery affected the lives of enslaved African Americans, plantation owners, and abolitionist groups. ● Students will describe how geography contributed to the growth of slavery and increased regional tensions between the North and South. ● Students will analyze legislative attempts to manage the spread of slavery and their effectiveness in reducing sectional conflict.

- Students will investigate how abolitionist leaders like Frederick Douglass, Harriet Tubman, and Sojourner Truth fought against slavery using speeches, writings, and direct action.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Examine Fugitive Slave Laws and the Underground Railroad	● 6.1.8.CivicsHR.3.b ● 6.1.8.HistoryCC.4.b	● Lecture on cultural traditions with didactic questioning ● Collaborative learning compare-and-contrast cultural traditions diagram.
● Day 2-3: Perform <i>Moses Leads Her People</i> and answers questions	● 6.1.8.CivicsHR.3.b	● Reader's Theater: <i>Moses Leads Her People</i> ● Act and recite scripted lines
● Day 4-5: Examine Fugitive Slave Laws and the Underground Railroad	● 6.1.8.CivicsHR.3.b ● 6.1.8.HistoryCC.4.b	● Read excerpts on the Fugitive Slave Laws and the Underground Railroad ● Collaborative learning compare-and-contrast the Fugitive Slave Laws ● Gamification
● Day 6-7: Examine Fugitive Slave Laws and the Underground Railroad	● 6.1.8.CivicsHR.3.b ● 6.1.8.HistoryCC.4.b	● Watch <i>The Underground Railroad: The William Still Story</i> and complete video guide
● Day 8-10: Examine Fugitive Slave Laws and	● 6.1.8.HistoryCC.4.b	● Complete informational text questions about

the Underground Railroad		the Underground Railroad ●Gamification
●Day 11-12: Examine Fugitive Slave Laws and the Underground Railroad	●6.1.8.CivicsHR.3.c	●Watch short video segments on <i>DiscoveryEd</i> and answer corresponding questions
●Day 13-16: Examine Fugitive Slave Laws and the Underground Railroad	●6.1.8.CivicsHR.3.c	●Complete study guide questions ●Review games ●Gamification
●Day 17: Evaluate knowledge of Slavery using a summative assessment	●6.1.8.CivicsHR.3.c ●6.1.8.CivicsHR.3.b	●Summative Assessment on Slavery

Inclusive concepts

- When learning about Slavery, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse narratives, critical thinking and reflection, empathy development, ethical debates, and inclusive commemoration and remembrance.

Pacing Guide

Unit Title: Road to Disunion/Civil War	Number of days: 17

Unit Learning Goals

- Students will compare Northern and Southern economies, focusing on how slavery shaped each region's development.
- Examine the economic, social, and political causes of sectionalism.
- Evaluate the impact of key events that increased tensions between the North and South.

- Analyze the role of leadership and political decisions in escalating tensions.
- Assess the effectiveness of compromises and legislative actions to resolve sectional conflicts.
- Discuss perspectives on states' rights and secession.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Understanding cultural differences in the North and South	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	● Lecture on cultural traditions with didactic questioning ● Collaborative learning compare-and-contrast cultural traditions diagram.
● Day 2-3: Identify and examine causes of division in the U.S.	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	● America the Story of Us: <i>Division</i> ● Watch the episode and complete corresponding questions
● Day 4-6: Identify and examine causes of division in the U.S.	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	● Jigsaw reading on the causes of division ● Collaborative learning compare-and-contrast causes of division ● Gamification
●Day 7-9: Evaluate Causes of the Civil War	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b	●Jigsaw reading on the Compromise of 1850 ●Venn Diagram on the major compromises leading to Civil War

	●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Gamification
●Day 10-12: Evaluate Causes of the Civil War	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Watch short video segments on <i>DiscoveryEd</i> and answer corresponding questions ●Gamification
●Day 13-14: Evaluation Causes of the Civil War	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Complete study guide questions ●Review games
●Day 15: Evaluate knowledge of causes of the Civil War using a summative assessment	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Summative Assessment on Road to Civil War
●Day 16-17: Evaluate knowledge of causes of the Civil War using a summative assessment	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	● On Demand Writing

Inclusive concepts

- When learning about events leading to the Civil War, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse narratives and perspectives, primary sources, storytelling projects, and inclusive and respectful dialogue.

Pacing Guide

Unit Title: Civil War	Number of days: 30

Unit Learning Goals

- Students will analyze the key causes of the Civil War, including slavery, states' rights, and sectionalism.
- Students will evaluate how political compromises, such as the Missouri Compromise and the Compromise of 1850, attempted to prevent conflict but ultimately failed.
- Students will describe key events of the Civil War, including major battles like Gettysburg and Antietam.
- Students will evaluate the leadership of key figures such as Abraham Lincoln, Ulysses S. Grant, and Robert E. Lee.
- Students will explain how geography influenced the strategies, battles, and outcomes of the Civil War.
- Students will assess the economic impact of the war on both the North and the South.
- Students will evaluate how different populations, including African Americans and women, contributed to and were affected by the war.

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Understanding sectional differences that led to Civil War	● 6.1.8.HistoryCC.5.a ● 6.1.8.EconNE.4.a ● 6.1.8.EconNE.4.b ● 6.1.8.HistoryCC.4.a ● 6.1.8.HistoryCC.4.b:	● Lecture on cultural traditions with didactic questioning ● Collaborative learning compare-and-contrast cultural traditions diagram.
● Day 2-4: Understanding sectional differences that led to Civil War	● 6.1.8.HistoryCC.5.a ● 6.1.8.EconNE.4.a	● Jigsaw reading on sectional differences ● Collaborative learning compare-and-contrast

	●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	causes of regional differences ● Gamification ● America the Story of Us: <i>Civil War</i> ● Watch the episode and complete corresponding questions
● Day 5-10: Identify and examine significant battles of the Civil War	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Battle Map Stations mapping activity ●View summary videos of important battles and the Gettysburg Address³ ●Complete compare/contrast chart of the significance of each battle
●Day 11-13: Analyze the advantages/disadvantages of the Union vs. the Confederacy	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Jigsaw reading on the advantages/disadvantages of North vs. South ●Compare/contrast the advantages/disadvantages of North vs. South ●Gamification
●Day 13-15: Identify and examine significant battles of the Western Theater	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Battle Map Stations mapping activity ●View summary videos of important battles ●Complete compare/contrast chart of the significance of each battle
●Day 16-18: Evaluate strategies of the Union vs. the Confederacy	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Watch short video segments on <i>DiscoveryEd</i> and answer corresponding questions ●Gamification ●Complete study guide questions ●Review games
●Day 19-20: Evaluate and assess knowledge of the Civil War	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Complete study guide questions ●Review games
●Day 21: Evaluate and assess knowledge of the Civil War	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Summative Assessment on the Civil War

●Day 22-30: Analyze and create Civil War project using knowledge gained from the unit	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Summative Assessment project on the Civil War
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Inclusive concepts
●When learning about the Civil War, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse narratives and perspectives, critical thinking and reflection, and inclusive commemoration and remembrance.

Pacing Guide	
Unit Title: Reconstruction	Number of days: 18

Unit Learning Goals
●Students will examine the goals, successes, and failures of Reconstruction policies, including the 13th, 14th, and 15th Amendments. ●Students will evaluate the lasting effects of Reconstruction on race relations and civil rights in the U.S. ●Students will identify and analyze the main factors that led to the start of Reconstruction following the Civil War, including the end of slavery, the assassination of President Lincoln, and the need to rebuild the Southern economy and society. ●Understand the causes and consequences of the Reconstruction Era (1865–1877) ●Analyze the roles and perspectives of key figures in Reconstruction. ●Evaluate the economic, social, and political consequences of Reconstruction for the South. ●Understand the challenges of Reconstruction, including the rise of white supremacy and the end of Reconstruction. ●Interpret the long-term effects of Reconstruction on race relations and civil rights in the United States.

Core Instructional Materials	Supplemental Materials
• Textbook • Online benchmark assessment resource	• Topic-focused webquests • Two Distance learning tours • Brain Pop • Quizlet • Readworks • Quizizz • Gimkit

Daily Targets	NJSLS Performance Expectations	Instructional Activities
• Day 1: Examining the political, social, and economic challenges faced after the Civil War	•6.1.8.HistoryUP.5.a •6.1.8.HistoryUP.5.c	• Lecture on cultural traditions with didactic questioning • Collaborative learning compare-and-contrast cultural traditions diagram.
• Day 2-4: Examining the political, social, and economic challenges faced after the Civil War	•6.1.8.HistoryUP.5.a •6.1.8.HistoryUP.5.c •6.1.8.HistoryCC.5.f	•Graphic organizer on Lincoln's plan for Reconstruction • Collaborative learning compare-and-contrast causes of sectional differences • Gamification • America the Story of Us: <i>Reconstruction</i> • Watch the episode and complete corresponding questions
• Day 5-10: Examining the political, social, and economic challenges faced after the Civil War	•6.1.8.HistoryUP.5.a •6.1.8.HistoryUP.5.c •6.1.8.HistoryCC.5.e	•Complete the Reconstruction Acts •View summary videos of political, social, and economic challenges after the Civil War •Complete compare/contrast the political, social, and economic challenges after the War
•Day 11-13: Analyze how this era shaped racial and regional tensions in the U.S.	•6.1.8.HistoryCC.5.e	•Jigsaw reading on Jim Crow •Compare/contrast the treatment of minorities in the North vs. the South •Gamification
•Day 13-15: Identify and examine Jim Crow laws and segregation in the South	•6.1.8.HistoryCC.5.a •6.1.8.EconNE.4.a	•Jigsaw reading on Jim Crow •Compare/contrast segregation laws in the

	●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	South after the Civil War
●Day 16-17 : Evaluate and assess knowledge of Reconstruction	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Watch short video segments on <i>DiscoveryEd</i> and answer corresponding questions ●Gamification ●Complete study guide questions ●Review games
●Day 18: Evaluate and assess knowledge of the Civil War	●6.1.8.HistoryCC.5.a ●6.1.8.EconNE.4.a ●6.1.8.EconNE.4.b ●6.1.8.HistoryCC.4.a ●6.1.8.HistoryCC.4.b:	●Summative Assessment on the Civil War

Inclusive concepts

When learning about Reconstruction, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse perspectives, historical context, critical thinking and reflection, and respectful dialogue.

Pacing Guide

Unit Title: World War I	Number of days: 11

Unit Learning Goals

- Understand the causes of World War I

- Examine the major events and turning points of World War I
- Analyze the impact of World War I on U.S. society and foreign policy
- Understand the consequences of World War I and the Treaty of Versailles
- Analyze the long-term effects of World War I on global history

Core Instructional Materials	Supplemental Materials
● Textbook ● Online benchmark assessment resource	● Topic-focused webquests ● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit

Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1: Examine the global political, social, and economic differences that lead to World War I	●6.3.8.CivicsPI.2 ●6.3.8.CivicsPD.2 ●6.1.12.HistoryCA.7.b	● Lecture on cultural traditions with didactic questioning ● Collaborative learning compare-and-contrast cultural traditions diagram.
● Day 2-4: Examine the global political, social, and economic differences that lead to World War I. Why did the U.S. get involved in World War I?	●6.3.8.CivicsPI.2 ●6.3.8.CivicsPD.2 ●6.1.12.CivicsDP.7.a ●6.1.12.EconNM.7.a ●6.1.12.HistoryCA.7.b ●6.1.12.HistoryCA.7.c	●Graphic organizer on conflict in Europe ● Collaborative learning compare-and-contrast causes of European differences ● Gamification ● America the Story of Us: <i>World War I</i> ● Watch the episode and complete corresponding questions
● Day 5-8: Examine the global political, social, and economic differences that lead to World War I. Why did the U.S. get involved in World War I?	●6.3.8.CivicsPI.2 ●6.3.8.CivicsPD.2 ●6.1.12.CivicsDP.7.a ●6.1.12.EconNM.7.a ●6.1.12.HistoryCA.7.b ●6.1.12.HistoryCA.7.c	●Complete the U.S. Neutrality pact ●View summary videos of political, social, and economic challenges leading to World War I ●Complete compare/contrast the political, social, and economic challenges after the War

●Day 9-10: Evaluate and assess knowledge of World War I	●6.1.12.CivicsDP.7.a ●6.1.12.EconNM.7.a ●6.1.12.HistoryCA.7.b ●6.1.12.HistoryCA.7.c	●On Demand writing ●Gamification ●Complete study guide questions ●Review games
●Day 11: Evaluate and assess knowledge of World War I	●6.3.8.CivicsPI.2 ●6.3.8.CivicsPD.2 ●6.1.12.HistoryCA.7.b ●6.1.12.HistoryCA.7.c	●Summative Assessment on World War I

Inclusive concepts

- When learning about World War I, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse narratives and perspectives, critical thinking and reflection, and inclusive commemoration and remembrance.

Pacing Guide

Unit Title: World War II	Number of days: 11

Unit Learning Goals

- Understand the causes and global impact of World War II.
- Analyze the major events and turning points of World War II.
- Evaluate the role of the United States in World War II and its impact on the home front.
- Examine the effects of World War II on the post-war world order.
- Understand the impact of World War II on human rights and the Holocaust.
- Understand the role of women, minorities, and other marginalized groups during World War II.
- Analyze the economic and political changes resulting from World War II.

Core Instructional Materials	Supplemental Materials
• Textbook • Online benchmark assessment resource	• Topic-focused webquests • Two Distance learning tours • Brain Pop • Quizlet • Readworks • Quizizz • Gimkit

Daily Targets	NJSLS Performance Expectations	Instructional Activities
• Day 1: Examine the global political, social, and economic differences that lead to World War II	•6.3.8.CivicsPI.2 •6.3.8.CivicsPD.2 •6.1.12.HistoryCA.9.a:	• Lecture on cultural traditions with didactic questioning • Collaborative learning compare-and-contrast cultural traditions diagram.
• Day 2-4: Examine the global political, social, and economic differences that lead to World War II. Why did the U.S. get involved in World War II?	•6.3.8.CivicsPI.2 •6.3.8.CivicsPD.2 •6.1.12.EconET.11.a •6.1.12.HistoryCC.11.b	•Graphic organizer on conflict in Europe post World War I • Collaborative learning compare-and-contrast causes of the rise of European dictators • Gamification • America the Story of Us: <i>World War II</i> • Watch the episode and complete corresponding questions
• Day 5-8: Examine the global political, social, and economic differences that lead to World War II. Why did the U.S. get involved in World War II?	•6.3.8.CivicsPI.2 •6.3.8.CivicsPD.2 •6.1.12.EconET.11.a •6.1.12.HistoryCC.11.b	•Complete the U.S. Neutrality pact •View summary videos of political, social, and economic challenges leading to World War II •Complete compare/contrast the political, social, and economic challenges after the War
•Day 9-10: Evaluate and assess knowledge of World War II	•6.3.8.CivicsPI.2 •6.3.8.CivicsPD.2 •6.1.12.EconET.11.a •6.1.12.HistoryCC.11.b	•On Demand writing •Gamification •Complete study guide questions •Review games

●Day 11: Evaluate and assess knowledge of World War II	●6.3.8.CivicsPI.2 ●6.3.8.CivicsPD.2 ●6.1.12.EconET.11.a ●6.1.12.HistoryCC.11.b	●Summative Assessment on World War II

Inclusive concepts

- When learning about World War II, character education efforts encouraging inclusivity and cultural competency are highlighted through diverse narratives and perspectives, critical thinking and reflection, and inclusive commemoration and remembrance.

Pacing Guide

Unit Title: Elections and the Presidency	Number of days: 17

Unit Learning Goals

- Understand the Structure of U.S. Elections
- Examine the Electoral College System
- Investigate the Role and Powers of the President
- Explore the Presidential Election Campaign Process
- Understand the Historical Context of Elections
- Assess the Impact of Presidential Elections on Society

Core Instructional Materials

- Textbook

Supplemental Materials

- Topic-focused webquests

● Online benchmark assessment resource	● Two Distance learning tours ● Brain Pop ● Quizlet ● Readworks ● Quizizz ● Gimkit
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Daily Targets	NJSLS Performance Expectations	Instructional Activities
● Day 1:How do we elect the President?	●6.3.8.CivicsPI.1 ●6.3.8.CivicsPD.1	● Lecture on the Electoral College with didactic questioning ● Collaborative learning compare-and-contrast cultural traditions diagram.
● Day 2-5: Examine the Electoral College and the system of electing the President.	●6.3.8.CivicsPI.1 ●6.3.8.CivicsPD.1	●Graphic organizer on the Electoral College ● Collaborative learning compare-and-contrast the pros and cons of the Electoral College ● Gamification ● Watch videos on the Electoral College and answer corresponding questions
● Day 5-10: Analyze campaign strategies as it relates to the Electoral College.	●6.3.8.CivicsPI.1 ●6.3.8.CivicsPD.2 ●6.3.8.CivicsPD.3	●Complete the Electoral College Map ●View summary videos of campaign strategies used by presidential candidates in regards to which states to visit ●Play the iCivics Presidential Campaign simulation “Win the White House” ●Mock elections
●Day 11-13: Examine the powers of the Presidency	●6.3.8.CivicsPI.1 ●6.3.8.CivicsPR.3	● Lecture on Presidential Powers with didactic questioning ●Graphic organizer on Presidential Powers ●Watch videos on the powers of the President ●Review games
●Day 14-16: Evaluate and assess knowledge of the Electoral College and powers of the President	●6.3.8.CivicsPI.1 ●6.3.8.CivicsPD.3	●On Demand writing ●Gamification ●Complete study guide questions ●Review games

●Day 17: Evaluate and assess knowledge of of the Electoral College and powers of the President	●6.3.8.CivicsPI.1 ●6.3.8.CivicsPD.2 ●6.3.8.CivicsPD.1	●Summative Assessment on Elections and the Presidency

Inclusive concepts
● When learning about the powers of the President and the Electoral College, character education efforts encouraging inclusivity and culture competency are highlighted through encouraging critical thinking and empathy as well as linking civic responsibility.