

Quinton Township School District
Social Studies
Grade 8
[Pacing Guide](#)

Marking Period:	1	Unit Title:	Unit 1:What is Civics?	Pacing:	35 days
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Unit Summary:

Students are introduced to the concepts of government, politics, and civic life. They examine why government and politics are necessary, and what purpose government should serve. They learn the essential characteristics of who is an American and what roles and responsibilities citizens share. @ +

Objectives:

- Students will be able to identify what it means to be a U. S. citizen.
- Students will be able to determine the ideals that form the basis of the U. S. government.
- Students will be able to explain the roles and qualities of a good citizen.
- Students will be able to identify the earliest" Americans" and when they arrived -Explain the changes that have occurred in U.S. immigration policy since the 1800's. @
- Students will be able to evaluate the purpose and necessity of government.
- Students will be able to describe how U.S. citizenship benefits people.
- Students will be able to evaluate why census information is important.
- Students will be able to explain ways in which the population grows.
- Students will be able to describe the migration of American people from the early years to the present.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

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Essential Questions:

- Why do we need a government?
- What type of government is best?
- Who are Americans?
- Why do people come to America? @

New Jersey Student Learning Standards/Learning Targets:

- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.
- 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Interdisciplinary Connections: RI.CR.8.1, RI.IT.8.3

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.1.8.CR.1, 9.1.8.CR.2

Computer Science and Design Thinking: 9.4.8.TL.2

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Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Mapping the United States -Vocabulary -Citizen Me Pyramid -Civic Heroism Webquest -Guided Reading -Immigration & Political Cartoons @ -An American Tail Video Guide -Immigration Nation Game @ -The Census -Government and the People -The Sovereign State	Civics Today: Citizenship, Economics, and You.	-Civics: Citizenship, Economics, and You. Chapter 1 Section 1 -Civics: Citizenship, Economics, and You. Chapter 1 Section 2 -Civics: Citizenship, Economics, and You. Chapter 1 Section 3 "An American Tail"	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com • Mission US Game

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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises • Ted's Bid Day • Citizen Me • Civic Hero Game	Summative Assessments • Chapter 1 Section 1 Quiz • Chapter 1 Section 2 Quiz • Chapter 1 Section 3 Quiz • Chapter 1 Test • Immigration Webquest • Citizenship Webquest
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking

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• Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Social Studies
Grade 8

Marking Period:	2	Unit Title:	Unit 2: Foundations of Our Civic Responsibilities	Pacing:	30 days
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Unit Summary:

In this unit we will evaluate the historical ideas and political philosophies that shaped the development of the U.S. government. We will also summarize key political principles expressed in the foundational documents of the United States and examine the debates and events that led to the writing and ratification of the Constitution. The students will also analyze the ideas expressed in the struggle for independence. * + ()

Objectives:

- Students will be able to compare and contrast forms of governance.
- Students will be able to examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period. * ()
- Students will be able to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- How did our government begin?
- What did the Declaration of Independence do?

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New Jersey Student Learning Standards/Learning Targets:

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.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.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

6.1.8.HistoryCC.3.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.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

6.1.8.HistoryUP.3.b: Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. ()

6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

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.

6.2.8.GeoHE.4.b: Use geographic models to determine the impact of environmental modifications made by earlier civilizations on the current day environmental challenges.

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.

Interdisciplinary Connections: RI.CR.8.1, RI.IT.8.3, SL.UM.8.5

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.GCA.1, 9.4.8.GCA.2, 9.1.8.EG.3

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-America the Story of Us Video Guide -Chapter 2 Reading Guides -Chapter 2 Vocabulary -Government Edpuzzles -Why Government? Assignment -Who Rules? Assignment -The Sovereign State Assignment -Our English Heritage Worksheet -Lenni Lenape Webquest -Tobacco Economy *	Civics Today: Citizenship, Economics, and You. Chapter 2	Civics Today: Chapter 2 Section 1 Civics Today: Chapter 2 Section 2 Civics Today: Chapter 2 Section 3 Civics Today: Chapter 2 Section 4 Video "1776" "America the Story of Us" video "For Crown & Colony" Game	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com

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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises • Ted's Bid Day • Citizen Me • Civic Hero Game	Summative Assessments • Chapter 2 Section 1 Quiz • Chapter 2 Section 2 Quiz • Chapter 2 Section 3 Quiz • Chapter 2 Section 4 Quiz • Open ended question • Analysis of Primary Documents • Chapter 2 Test • Build Your Own Country Project
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan.	• Basic Skills Instruction • Speech/Language Therapy	• Basic Skills Instruction • Provide after-school tutoring	• Promote self-initiated and self-directed learning for growth

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• Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	though independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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**Quinton Township School District
Social Studies
Grade 8**

Marking Period:	2	Unit Title:	Unit 3: The Constitution	Pacing:	20 days
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Unit Summary:

Students will learn how our Constitution was created and what some of its key characteristics are. They will also explore key amendments to the Constitution and their application in protecting citizens' rights. * +

Objectives:

- Students will be able to compile a list of desired basic human rights.
- Students will be able to evaluate how these rights would protect personal freedoms. *
- Students will be able to decide how basic rights would be implemented.
- Student will be able to analyze The Bill of Rights.
- Students will be able to summarize the duties and responsibilities of citizens.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

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Essential Questions:

- What were the issues and goals of the Constitution?
- How did fear of the government help to create the Constitution?
- What Principle of the Constitution is the most important?
- What is a living document?

New Jersey Student Learning Standards/Learning Targets:

- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsPI.3.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.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.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.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.
- 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.
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical

experiences of ancient societies, England, and the North American colonies.

6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

Interdisciplinary Connections: RI.CR.8.1, RI.IT.8.3

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.GCA.1, 9.4.8.GCA.2

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes -Guided Readings -Federalist vs. Anti-Federalist Play -Wanted: A Just Right Government -Future Fright Video Guide/ Discussion -Structure of The Constitution Activity -Anatomy of the Constitution	Civics Today: Citizenship, Economics, and You. Chapter 3	Civics Today: Citizenship, Economics, and You. Chapter 3 Section 1 Civics Today: Citizenship, Economics, and You. Chapter 3 Section 2 Civics Today: Citizenship, Economics, and You. Chapter 3 Section 3	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com

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-What's For Lunch?: Separation of Powers		Civics Today: Citizenship, Economics, and You. Chapter 3 Section 4	
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	Summative Assessments • Chapter 3 Section 1 Quiz • Chapter 3 Section 2 Quiz • Chapter 3 Section 3 Quiz • Preamble: Debate of an issue • Chapter 3 Test
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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**Quinton Township School District
Social Studies
Grade 8**

Marking Period:	3	Unit Title:	Unit 4: Bill of Rights	Pacing:	20 days
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Unit Summary:

In this unit, students will be able to understand, summarize, and analyze original texts of the Bill of Rights. Students will understand the rights and restrictions that are defined by the first ten amendments in the United States Constitution. Students will understand how decisions made by the Supreme Court are based on what is written in the Constitution and in the Bill of Rights. They will become aware of the influence these decisions, based on the Court's interpretations of the Constitution and the Bill of Rights, have on American society. +

Objectives:

- Students will be able to compile a list of desired basic human rights.
- Students will be able to evaluate how these rights would protect personal freedoms.
- Students will be able to decide how basic rights would be implemented.
- Students will be able to analyze The Bill of Rights.

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-Students will be able to summarize the duties and responsibilities of citizens.

-Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- How does the Bill of Rights protect Americans?
- What are the most important Freedoms in the First Amendment?
- How have different groups gained rights?
- Explain rights v. limits on rights?

New Jersey Student Learning Standards/Learning Targets:

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

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.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).

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.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.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

Interdisciplinary Connections: RI.CR.8.1, RI.IT.8.3

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Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.GCA.1

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-You've Got Rights -Bill of Rights Debate - Amendment Poster -Alien Invasion (Recreate Your Own Bill of Rights) -Bill of Rights Translation	Civics Today: Citizenship, Economics, and You. Chapter 4	Civics Today: Citizenship, Economics, and You. Chapter 4 Section 1 Civics Today: Citizenship, Economics, and You. Chapter 4 Section 2 Civics Today: Citizenship, Economics, and You. Chapter 4 Section 3	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com

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		Civics Today: Citizenship, Economics, and You. Chapter 4 Section 4	
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	Summative Assessments • Chapter 4 Section 1 Quiz • Chapter 4 Section 2 Quiz • Chapter 4 Section 3 Quiz • Chapter 4, Section 4 Quiz • Amendment Poster • Open Ended Question • Chapter 4 Test
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Social Studies
Grade 8

Marking Period:	3	Unit Title:	Unit 5: Parties and Politics	Pacing:	15 days
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Unit Summary:

Students will learn about the role of political parties in the United States and the influence parties have in our political system, including the role of third parties. Students will also begin to form their own political beliefs by establishing and applying their own criteria for how they would select public officials. +

Objectives:

- Students will be able to describe the characteristics of the two-party system of the United States.
- Students will be able to explain the advantages and disadvantages of multi-party Systems.
- Students will be able to describe the development of the Two-Party System in the United States.
- Students will be able to identify and discuss three third parties in the United States.
- Students will be able to describe what party members do for their party.
- Students will be able to explain the basic party organization of the Democrats and the Republicans.
- Students will be able to discuss the five basic functions of political parties.

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- Students will be able to explain several factors that are causing a weakening of loyalty to political parties today
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- What Political Party would you join?
- What do Republicans and Democrats believe in?
- How many political parties are in the United States?
- Do political parties help or hurt the democratic process?

New Jersey Student Learning Standards/Learning Targets:

- 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.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- 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.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.
- 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.
- 6.1.12.CivicsPI.2.b: Examine the emergence of early political parties and their views on centralized government and foreign affairs

and compare these positions with those of today's political parties.

6.1.12.CivicsPD.14.a: Draw from multiple perspectives and cite evidence to explain the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.

6.1.12.CivicsDP.14.a: Draw from multiple perspectives and cite evidence to determine the extent to which nongovernmental organizations, special interest groups, third party political groups, and the media affect public policy.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.

Interdisciplinary Connections: RI.CR.8.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.GCA.1, 9.4.8.IML.2, 9.1.8.EG.4, 9.1.8.CR.2

Computer Science and Design Thinking: 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes -Reading Guides -Political Party Edpuzzle -One Big Party? -Mock Election -Political Beliefs Survey	-Civics Today: Citizenship, Economics, and You. Chapter 9	-Civics Today: Citizenship, Economics, and You. Chapter 9 Section 1 -Civics Today: Citizenship, Economics, and You. Chapter 9 Section 2 -Civics Today: Citizenship, Economics, and You.	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com

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		Chapter 9 Section 3 -Kinds of Political Parties -United States Political Parties -The Organization of United States Political Parties -The Role of Political Parties in the United States Today	
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	Summative Assessments • Chapter 9 Section 1 Quiz • Chapter 9 Section 2 Quiz • Chapter 9 Section 3 Quiz • Political Party Test • Internet Research for Political Affiliation • Slides Presentation for Political Party • Party Lesson/ class election

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Benchmark Assessments District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments - Alternative Choice Projects - Oral Assessments
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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
- Modify and accommodate as listed in student IEP or 504 plan. - Utilize wait time effectively. - Communicate clear, concise directions and repeat, reword, modify as necessary. - Use visual aids during lessons and small-group time. - Utilize open-ended questioning techniques. - Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. - Vary formative assessment styles to drive next point of instruction. - Create modified assessments. - Allow students to utilize online audio books, when appropriate. - Allow for collaboration through strategically selected groups. - Utilize assistive technology as appropriate. - Utilize graphic organizers. - Provide and model sentence frames/sentence starters. - Utilize manipulatives as necessary. - Provide breaks to allow for refocusing as necessary.	- Basic Skills Instruction - Speech/Language Therapy - Rosetta Stone - Provide English/Native Language Dictionary for use. - Place with native-language-speaking teacher/paraprofessional as available. - Use target words and cognates to understand texts. - Remind students to underline passages and list words they don't understand. - Learn/Utilize/Display some words in the students' native language. - Provide and model sentence frames to help students participate in discussion. - Provide word banks to help students write. - Translate printed communications in native language for parents. - Hold conferences with translator present.	- Basic Skills Instruction - Provide after-school tutoring services. - Hold fall and spring parent conferences. - Make modifications to instructional plans based on I and RS Plan. - Utilize wait time effectively. - Develop a record system to encourage good behavior and completion of work. - Utilize scaffolding to support instruction. - Provide counseling if necessary to help students cope with challenges. - Utilize strategic grouping with a positive academic role model. - Utilize graphic organizers.	- Promote self-initiated and self-directed learning for growth through independent projects. - Challenge students with age-appropriate texts at higher reading levels. - Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. - Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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**Quinton Township School District
Social Studies
Grade 8**

Marking Period:	3	Unit Title:	Unit 6: Legislative Branch	Pacing:	20 days
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Unit Summary:

Students will learn about the structure, function, and powers of the legislative branch of government. They will explore the legislative process, as well as the influence of citizens and political parties. +

Objectives:

- Students will be able to explain why the Constitution specifies a bicameral legislature.
- Students will be able to describe how members of Congress are chosen Identify the length of congressional sessions and when they begin.
- Students will be able to explain the purpose of congressional committees.
- Students will be able to identify the five major areas in which Congress has the power to make laws.
- Students will be able to analyze the significance of the elastic clause.
- Students will be able to list the special powers of Congress and explain how these powers are limited.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

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Essential Questions:

- Would you want to be a member of Congress?
- What power of Congress is the greatest?
- What is the process of how a bill becomes a law?

New Jersey Student Learning Standards/Learning Targets:

- 6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsPI.3.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.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.
- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.
- 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level

Interdisciplinary Connections: RI.CR.8.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.GCA.1, 9.4.8.IML.2

Computer Science and Design Thinking: 9.4.8.TL.2

Career Education: 9.2.8.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes -Guided Readings -The Senate and House of Representatives -The Organization of Congress -The Powers of Congress -The process of How a Bill Becomes a Law -Mr. Smith Goes to Washington -Lawcraft Game -Branches of Government Game	Civics Today: Citizenship, Economics, and You. Chapter 6	-Civics Today: Citizenship, Economics, and You. Chapter 6 Section 1 -Civics Today: Citizenship, Economics, and You. Chapter 6 Section 2 -Civics Today: Citizenship, Economics, and You. Chapter 6 Section 3 -Civics Today: Citizenship, Economics, and You. Chapter 6 Section 4	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com

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-Congress in a Flash Assignment			
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	Summative Assessments • Chapter 6 Section 1 Quiz • Chapter 6 Section 2 Quiz • Chapter 6 Section 3 Quiz • Chapter 6 Section 4 Quiz • Identifying Fact from Opinion • Lawcraft Game score • Chapter 6 Test
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

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Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Social Studies
Grade 8

Marking Period:	4	Unit Title:	Unit 7: Executive Branch	Pacing:	10 days
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Unit Summary:

Students will learn about the executive branch, including the unique role and powers of the president and the function of executive departments and agencies. They will explore key facets of foreign policy and the president's role in it. +

Objectives:

- Students will be able to identify qualifications and terms of office for the president and vice president.
- Students will be able to explain the order of presidential succession.
- Student will be able to describe how the president affects the legislative process.
- Students will be able to explain the limits of the presidency imposed by Congress.
- Students will be able to identify the duties of the president as a foreign policy leader.
- Students will be able to outline the principal duties of the Executive Departments.
- Students will be able to show the relationship between the cabinet members and the executive departments.

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- Students will be able to identify and give reasons for the existence of the executive departments.
- Students will be able to identify the independent agencies and compare their responsibilities to those of the executive departments.
- Students will be able to evaluate the purposes of the regulatory commissions and how they operate.
- Students will be able to describe the federal bureaucracy.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- Can you be the President or Vice-President?
- What role of the President is the most important?
- What are the powers of the president?
- How is the president elected?
- Which branch of the government has the most power?
- How is the president elected?

New Jersey Student Learning Standards/Learning Targets:

6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

6.1.8.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).

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.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).

Interdisciplinary Connections: RI.CR.8.1

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1, 9.4.8.GCA.1, 9.4.8.IML.2

Computer Science and Design Thinking: 9.4.8.TL.2

Career Education: 9.2.8.CAP.4

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Guided Notes -Guided Readings -Research Cabinet Members and Departments -Current Events and Media Influence -The office of the President	Civics Today: Citizenship, Economics, and You. Chapter 7	-Civics Today: Citizenship, Economics, and You. Chapter 7 Section 1 -Civics Today: Citizenship, Economics, and You. Chapter 7 Section 2	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com

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-The Powers and Roles of the President -The Roles of the Executive Departments and the Cabinet -Independent Agencies and Regulatory Commissions -Summary of the Executive Office		-Civics Today: Citizenship, Economics, and You. Chapter 7 Section 3 -Civics Today: Citizenship, Economics, and You. Chapter 7 Section 4	
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	Summative Assessments • Chapter 7 Section 1 Quiz • Chapter 7 Section 2 Quiz • Chapter 7 Section 3 Quiz • Chapter 7 Section 4 Quiz • Executive Departments of the Executive Branch Slides Presentation • Executive Command Game Score • Chapter 7 Test
Benchmark Assessments	Alternative Assessments • Alternative Choice Projects

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- District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)

- Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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Quinton Township School District
Social Studies
Grade 8

Marking Period:	4	Unit Title:	Unit 8: Judicial Branch	Pacing:	15 days
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Unit Summary:

Students will learn about the federal and state courts and what they do. They will explore the courts' role in fairly settling disputes and administering justice, and the unique role of the U.S. Supreme Court in interpreting the U.S. Constitution. The students will also look at the Supreme Court's decisions in monumental court cases in our nation's history. +

Objectives:

- Students will be able explain how majority rule affects the making of laws, and why obeying laws is important.
- Students will be able to identify and explain the four types of law?
- Students will be able to describe the roles the courts play in the United States.
- Students will be able to identify which cases are tried in federal courts.
- Students will be able to outline how federal courts are organized.
- Students will be able to explain the Supreme Court's role in the judicial system.
- Students will be able to describe the process through which cases are tried in the Supreme Court.

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-Students will be able to explain how justices get appointed to the Supreme Court, and how Congress limits this power.

-Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- In what ways can government guarantee equal justice under the law?
- How does the Judicial Branch strengthen a country?
- Which branch of the government is most powerful?
- Do you think it is fair that Supreme Court justices serve life terms?
- Which court case do you think has had the biggest impact on America?

New Jersey Student Learning Standards/Learning Targets:

6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve

6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals [to be] are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body

6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Interdisciplinary Connections: RI.CI.8.2

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1

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Computer Science and Design Thinking: 9.4.8.IML.14, 9.4.8.TL.2

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-The application of equal justice under the law -Roles of the courts -The Federal Court System -The Supreme Court Supreme Court's power and roles -Research the Structure of the Supreme Court -Supreme Command Game -Guided Readings -Guided Notes -The “Supreme” in Supreme Decision -Sources of Laws	Civics Today: Citizenship, Economics, and You. Chapter 8	-Civics Today: Citizenship, Economics, and You. Chapter 8 Section 1 -Civics Today: Citizenship, Economics, and You. Chapter 8 Section 2 -Civics Today: Citizenship, Economics, and You. Chapter 8 Section 3 -Civics Today: Citizenship, Economics, and You. Chapter 8 Section 4	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com

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-Trial Court- “Go Fish”			
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises	Summative Assessments • Chapter 8 Section 1 Quiz • Chapter 8 Section 2 Quiz • Chapter 8 Section 3 Quiz • Chapter 8 Section 4 Quiz • Supreme Decision Game score • Chapter 8 Test
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with

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directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work. • Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. • Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Social Studies
Grade 8

Marking Period:	4	Unit Title:	Unit 9: Expansion & Reform	Pacing:	5 days
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Unit Summary:

Students will learn about the fundamental principles of the U.S. Constitution and how it serves as the foundation of government today. They will also be shown how westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions eventually leading to the Civil War. + *

Objectives:

- Students will understand the internal growth of the United States during the period of 1800-1860's.
- Students will be able to determine what voting rights were expanded during the Jacksonian era.
- Students will be able to describe the efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.*
- Students will be able to debate the necessity of a National bank.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- How did America grow from the 1800's-1860?
- What types of reforms were made during the Antebellum era?
- How did America's relationships change with other countries?

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- Is a National Bank a good thing for a country?

New Jersey Student Learning Standards/Learning Targets:

- 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.
- 6.1.8.CivicsHR.4.a: Examine [a variety of] 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.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
- 6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 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.

Interdisciplinary Connections: RI.CI.8.2

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1

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Computer Science and Design Thinking: 9.4.8.IML.14

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Chapter 6 Vocabulary -iCivics Lesson: “We’re Free, LEt’s Grow” -Guided Reading -Satire and Political Cartoons Interpretations - Class Debate on Manifest Destiny -DBQuest- Cherokee Resistance -Research Project- NJ Underground Railroad -Manifest Destiny: Point of View Narratives -Hamilton’s National Bank Game	Civics Today: Citizenship, Economics, and You.	-Civics: Citizenship, Economics, and You. Chapter9 Section 1 -Civics: Citizenship, Economics, and You. Chapter 9 Section 2 -Civics: Citizenship, Economics, and You. Chapter 9 Section 3	• Smart Board Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com • Mission US Game

Assessments

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Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises • Manifest Destiny Debate • National Bank Game	Summative Assessments • Chapter 9 Section 1 Quiz • Chapter 9 Section 2 Quiz • Chapter 9 Section 3 Quiz • Chapter 9 Test • National Bank Game
Benchmark Assessments • District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments • Alternative Choice Projects • Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
• Modify and accommodate as listed in student IEP or 504 plan. • Utilize wait time effectively. • Communicate clear, concise directions and repeat, reword, modify as necessary. • Use visual aids during lessons and small-group time. • Utilize open-ended questioning techniques. • Utilize extended time and/or reduce number of items given for	• Basic Skills Instruction • Speech/Language Therapy • Rosetta Stone • Provide English/Native Language Dictionary for use. • Place with native-language-speaking teacher/paraprofessional as available. • Use target words and cognates to understand texts. • Remind students to underline	• Basic Skills Instruction • Provide after-school tutoring services. • Hold fall and spring parent conferences. • Make modifications to instructional plans based on I and RS Plan. • Utilize wait time effectively. • Develop a record system to encourage good behavior and completion of work.	• Promote self-initiated and self-directed learning for growth through independent projects. • Challenge students with age-appropriate texts at higher reading levels. • Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.

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homework, quizzes, and tests. • Vary formative assessment styles to drive next point of instruction. • Create modified assessments. • Allow students to utilize online audio books, when appropriate. • Allow for collaboration through strategically selected groups. • Utilize assistive technology as appropriate. • Utilize graphic organizers. • Provide and model sentence frames/sentence starters. • Utilize manipulatives as necessary. • Provide breaks to allow for refocusing as necessary.	passages and list words they don't understand. • Learn/Utilize/Display some words in the students' native language. • Provide and model sentence frames to help students participate in discussion. • Provide word banks to help students write. • Translate printed communications in native language for parents. • Hold conferences with translator present.	• Utilize scaffolding to support instruction. • Provide counseling if necessary to help students cope with challenges. • Utilize strategic grouping with a positive academic role model. • Utilize graphic organizers.	• Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.
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Quinton Township School District
Social Studies
Grade 8

Marking Period:	4	Unit Title:	Unit 10: Civil War & Reconstruction	Pacing:	10 days
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Unit Summary:

Students will learn about the social, political, and economic issues that occurred due to regional differences in the United States. They will also look at different views on slavery and its impact on the Civil War. The students will also learn about the lasting impacts from both the Civil War and the Reconstruction period that followed. + *

Objectives:

- Students will explain four basic reasons for the South seceding from the Union (United States).
- Students will be able to understand the cultural background of the North and South.
- Students will be able to recognize what views the North and South had on the Proclamation and know the basic points to the Emancipation Proclamation.
- Students will be able to use technology as one form to complete research and analyze various topics including current events. +

Essential Questions:

- Was slavery the primary cause of the Civil War?
- Was the Civil War worth its costs?
- Did the Reconstruction governments rule the South well?

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New Jersey Student Learning Standards/Learning Targets:

- 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.[a]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 [(i.e., geography, natural resources, demographics, transportation, leadership, and technology)] that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
- 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.
- 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Interdisciplinary Connections: RI.CI.8.2

Career Readiness, Life Literacies, and Key Skills: 9.4.8.CT.1

Computer Science and Design Thinking: 9.4.8.IML.14

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
-Chapter 7 Vocabulary	Civics Today: Citizenship, Economics,	-Civics: Citizenship,	● Smart Board

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-Perspectives: Looking at Different Viewpoints of the Civil War -Guided Reading -Close Reading of Emancipation Proclamation - Class Debate on if the Civil War was Justified -Civil War Webquest -Project: You Create Reconstruction	and You.	Economics, and You. Chapter 10 Section 1 -Civics: Citizenship, Economics, and You. Chapter 10 Section 2 -Civics: Citizenship, Economics, and You. Chapter 10 Section 3	Applications • Google Applications • icivics.org • Kahoot.it • Quizlet.com • Socrative.com • Edpuzzle.com • Reviewgamezone.com • Mission US Game
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Assessments	
Formative Assessments • Graphic Organizers • Section Quizzes • Outlining • Timelines • Map Skills • Drawing Conclusions from a Video (Active Listening Guides) • Vocabulary Term Exercises • Manifest Destiny Debate • Webquest	Summative Assessments • Chapter 10 Section 1 Quiz • Chapter 10 Section 2 Quiz • Chapter 10 Section 3 Quiz • Chapter 10 Test • Civil War Webquest • Project: You Create Reconstruction

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● Close Reading	
Benchmark Assessments ● District-assigned Benchmark Assessments (e.g. LinkIt, literacy screeners, content-specific benchmarks)	Alternative Assessments ● Alternative Choice Projects ● Oral Assessments

Differentiation			
Special Education	MLL	At Risk	Gifted and Talented
● Modify and accommodate as listed in student IEP or 504 plan. ● Utilize wait time effectively. ● Communicate clear, concise directions and repeat, reword, modify as necessary. ● Use visual aids during lessons and small-group time. ● Utilize open-ended questioning techniques. ● Utilize extended time and/or reduce number of items given for homework, quizzes, and tests. ● Vary formative assessment styles to drive next point of instruction. ● Create modified assessments. ● Allow students to utilize online audio books, when appropriate. ● Allow for collaboration through strategically selected groups. ● Utilize assistive technology as appropriate. ● Utilize graphic organizers. ● Provide and model sentence frames/sentence starters. ● Utilize manipulatives as necessary.	● Basic Skills Instruction ● Speech/Language Therapy ● Rosetta Stone ● Provide English/Native Language Dictionary for use. ● Place with native-language-speaking teacher/paraprofessional as available. ● Use target words and cognates to understand texts. ● Remind students to underline passages and list words they don't understand. ● Learn/Utilize/Display some words in the students' native language. ● Provide and model sentence frames to help students participate in discussion. ● Provide word banks to help students write. ● Translate printed communications in native language for parents. ● Hold conferences with translator present.	● Basic Skills Instruction ● Provide after-school tutoring services. ● Hold fall and spring parent conferences. ● Make modifications to instructional plans based on I and RS Plan. ● Utilize wait time effectively. ● Develop a record system to encourage good behavior and completion of work. ● Utilize scaffolding to support instruction. ● Provide counseling if necessary to help students cope with challenges. ● Utilize strategic grouping with a positive academic role model. ● Utilize graphic organizers.	● Promote self-initiated and self-directed learning for growth through independent projects. ● Challenge students with age-appropriate texts at higher reading levels. ● Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge. ● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.

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• Provide breaks to allow for refocusing as necessary.			
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