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Created By: Social Studies Curriculum Team

Social Studies: Curriculum 8th Grade

Content Area: Social Studies

<u>Unit I:</u> <ul style="list-style-type: none">• A Changing Nation & Industrial Revolution	Marking Period 1 45 days Sept. 2025 - Nov. 2025
<u>Unit II:</u> <ul style="list-style-type: none">• The Age of Reform	Marking Period 2 45 days Nov. 2025 - Jan. 2026
<u>Unit III:</u> <ul style="list-style-type: none">• Westward Expansion	Marking Period 3 45 days Jan. 2026 - Mar. 2026
<u>Unit IV:</u> <ul style="list-style-type: none">• Civil War• The Amistad Case	Marking Period 4 45 days Mar. 2026 - Jun. 2026

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Unit Summaries

Unit I:

With the changing American nation and the creation of a national identity, this period is characterized as a time where the American dream is first thought up and pursued by the American people.

The Industrial Revolution had a dramatic impact on the social, economic and political landscape of both the Northern and Southern regions of the United States. As the North became more urban and industrialized, the South remained largely rural.

Unit II:

This unit focuses on reform movements beginning in the early 1800s as a result of expanding democracy in the United States. This democratic spirit, combined with religious ideas, inspired people to improve American society.

Unit III:

This unit focuses on the history and development of America’s Manifest Destiny westward and its negative effect on Native Americans. During this period of time, America expanded bringing with it new forms of technology and ideals and the importance of handling the “Indian Question.”

Unit IV:

The Civil War began as a struggle to restore the Union after a series of events. Both the North and South had many advantages and disadvantages, including technology, geography, economics and human personnel that led to the many outcomes throughout the course of the war. By the conclusion, the war shifted into a social movement of slavery and throughout Reconstruction, America shifted its political, social and legal perspectives.

UNIT AMENDMENTS:

Financial Literacy & LGBTQ Inclusion

Topics for Incorporation for each unit as applicable and appropriate includes Lesson for For Financial Literacy (Introduced Summer of 2019) & The Inclusion of LGBTQ into the Curriculum.

New Jersey Legislation [C.18A:35-4.35](#) requires that the history of disabled and LGBT persons be included in middle and high school curriculum. Instruction shall focus on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards. In addition, policies, and procedures pertaining to inclusive instructional materials are outlined in Legislation C.18A:35-4.36. Schools shall adopt inclusive instructional materials that portray the cultural and economic diversity of society including the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, where appropriate. The instruction and materials of the course will be made inclusive and representative of all individuals and various groups of people. This course will address the following:

General Statements:

- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.

- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- How do you feel the group(s) you identify with are represented in the texts, visual/media representations, and materials used for this course?
- Whose voice is missing from any of the course's texts, visual/media representations, and materials used for this course? Why?
- Modifications can be made to accommodate any students with specific needs, views and experiences.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- We model acceptance and respect for all students regardless of language background, ethnicity, race, immigration status, English proficiency, gender, sexual orientation, or disability.

Social Studies Statements

- What influences affect historical perspectives?
- Address how students feel about the group(s) they identify with and if they are represented in the texts, visual/media representations, and materials used in history.
- Always address and discuss whose voice is missing from texts/documents/visual/media representations and materials used in class.
- Analyze and evaluate political, economic, and social contributions of persons with disabilities and members of the LGBTQ community.
- Explore the impact that race, religion, gender, sexual identity, and disability, have on an individual's rights.
- Investigate the roles and responsibilities of citizenship, including creating positive social change.
- Address stereotypes and promote inclusive conversations about gender and sexual identity in history.
- Avoid binary assumptive language and use appropriate gender inclusive language in the classroom.
- Use appropriate gender terms, preferred names, and inclusive language to ensure all students feel safe and represented in the educational process.
- Allow students to choose a topic that interests them and provide multiple avenues to approach their final project.
- Modifications can be made to accommodate any students with specific needs, views and experiences.

Social Studies (Content Specific) Exemplars:

- The aftermath of the War of 1812 and the Napoleonic wars resulted in economic depression with the Panic of 1819. Banks

requested loans be paid in return, however many people defaulted on their loan leading to many banks failing. Historians refer to the years roughly between 1819- 1822 as the nation's first major depression. During this time there were high rates of unemployment and growing distrust of banks. Students will investigate how this recession affected Americans during that time and also compare modern economic recessions and how it affects individuals differently and often disproportionately. Students will examine why economic hardship creates greater disparities for minorities, people with disabilities and members of the LGBTQ community.

- 19th Century Society and Gender Norms: Anne Lister, also known as “Gentleman Jack,” was a wealthy English landowner, business woman, and travel enthusiast who kept her sexual identity secret her whole life. She wrote a number of diaries in a code composed of Algebra and Greek, which created herself. It was not until decades after she died that family members were able to decipher the code, which revealed many of her relationships. The class can discuss why Anne Lester and other members of the LGBTQ had to hide who they were to conform to societal norms of the time. Students will be asked to investigate the dangers of being openly gay during this era and explain issues of inequality and discrimination during modern times.
- Urbanization and the Disabled: During the early- mid 19th century, social reformers sought to improve the conditions for people with disabilities. From pre-colonial times, people with disabilities were often thrown into asylums, lumped with criminals and the impoverished. There was no differentiation between disabilities either, and many people were sent to “insane” asylums with inadequate and unethical medical care. Urbanization and the factory system fueled overcrowding in cities and overpopulation of asylums and other state care facilities. Students will examine various sources to uncover the conditions the disabled were forced to live in, how reformers such as Dorothea Dix and Elizabeth Packard called for moral treatment of the disabled, and what they accomplished with their reforms.
 - Discussion point: Why study the history of individuals with disabilities, their perceptions of themselves and society’s perceptions of them?
 - Extension Activity: Students can read excerpts from [the Rehabilitation Act](#), the [Individuals with Disabilities Education Act \(IDEA\)](#), and the [Americans with Disabilities Act \(ADA\)](#) in order to understand how rights of people with disabilities are protected today.
- LINK TO RESOURCES:
- <https://docs.google.com/document/d/1e-hmS8SmZ-Y4BeIGv3sWdBM0Mxcawh6BzLTo6WtAbA4/edit>
- TEACHER CREATED GOOGLE FORM LESSONS
- Policies Concerning LGBTQ People In The U.S. Military
https://docs.google.com/forms/d/1UOPKOoUSF3FVhxcL_GJ7kdAAAn4V3N1S-rVZX1xhMLDs/edit
- Titans of the Rock World...Some of The Greatest LGBTQ Icons In Rock.

Unit I: A Changing Nation and The Industrial Revolution

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 3 Revolution and the New Nation (1754–1820s)

- 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.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.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.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.GeoSV.3.a: Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
- 6.1.8.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.a: Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory
- 6.1.8.HistoryCC.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.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.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

Interdisciplinary Standards

Language Arts

- L.SS.8.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- RI.CR.8.1. Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.CI.8.2. Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- W.AW.8.1. Write arguments on discipline-specific content (e.g., social studies, science, technical subjects, English/Language Arts) to support claims with clear reasons and relevant evidence.
- W.RW.8.7. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Science

- 8.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Computer Science & Design Thinking

- 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Evidence of Student Learning

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

<ul style="list-style-type: none"> ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Beginning of Year Assessment ● Unit I Assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> ● What were the characteristics of the Era of Good Feelings? ● How did the issuance of the Monroe Doctrine signal the United States’ interest in shaping events in the Americas? ● To what extent did John Marshall “create” the Supreme Court as a “third” branch of government? ● How did the extension of the right to vote during this period create a more “democratic” American society? ● What were the varying perspectives concerning Native Americans and government interactions with them during this 	<p><i>Students will be able to....</i></p> <p>Objectives</p> <ul style="list-style-type: none"> ● Analyze how events are related over time. ● Apply critical thinking skills to interpret events, recognize bias, point of view, and context. ● Assess the credibility of primary and secondary sources. ● Analyze data in order to see persons and events in context. ● Formulate questions based on information needs. ● Use effective strategies for locating information.

?

- How did old issues take shape in the conflict over a national bank and tariffs?
- How did the Industrial Revolution lead the North to develop factories and cities and the South to becoming more dependent on cotton and slavery?
- How did the new technology of the Industrial Revolution change the way Americans lived? How did it change where they lived?
- How did urbanization, technology and social change affect the North?
- How did cotton affect the social and economic life of the South?

Essential Ideas

- James Monroe's time as President was called the Era of Good Feelings. With peace restored after the War of 1812, American leaders wanted to build national unity and improve the nation's economy.
- Spanish territories in the Americas revolted and gained their independence. President Monroe established a policy that would have a lasting impact on U.S. relations with Latin America.
- Key Supreme Court decisions strengthened the power of the Federal government.
- Democratic reforms allowed more white men to vote. During the Age of Jackson, the democratic spirit grew and more Americans played an active role in government.
- Despite a Supreme Court ruling in their favor, the government forced the indigenous peoples of the southeast to relocate west of the Mississippi River. Many members of the five

- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.
- Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic and political systems.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Evaluate current United States foreign policy issues and strategies and their impact on the nation and the rest of the world.
- Assess the extent to which voting rights were expanded during the Jacksonian period.
- Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

<p>civilized tribes died resisting removal or along the journey west.</p> <ul style="list-style-type: none"> • The issue of states' rights versus the power of the federal government had been debated since the founding of the United States. The debate became more urgent when Americans disagreed on important economic measures. • Inventions, innovations, and industrialization impacted slavery and the economic, political and social development of America. • During the Industrial Revolution, the differences between the North and South began to widen. In the North, industry, immigration and cities all grew. But in the South, the economy became more dependent on cotton and slave labor. 	<ul style="list-style-type: none"> • Describe how inventions and innovations have improved standards of living over the course of history.
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Current Events Financial Literacy Geography 9/11 Commemoration Hispanic Heritage Month (mid-Sep. - mid-Oct.) Columbus Day Veterans Day Elections</p>	<p><u>Reading:</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com</p>
SUGGESTED OPTIONS FOR DIFFERENTIATION	

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading

- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Unit II: The Age of Reform

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 4. Expansion and Reform (1801–1861)

- 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 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.b: 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 Standards

Language Arts

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and

audience.

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Science

- 7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Computer Science & Design Thinking

- 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Evidence of Student Learning

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer's Workshop

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles

<ul style="list-style-type: none"> ● Class Discussion ● Graphic Organizers ● Reading Responses ● Reading Log ● Exit Slips ● Kinesthetic Assessments ● Running Records ● Literature Circles <p><u>Benchmark Assessments</u></p> <ul style="list-style-type: none"> ● Beginning of Year Assessment ● Unit II Assessment <p><u>Summative Assessments</u></p> <ul style="list-style-type: none"> ● Portfolio Assessment piece ● Unit Test ● Timed Writing Piece 	<ul style="list-style-type: none"> ● Turn and Talks
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> ● How did reformers and writers inspire change and spark controversy? ● How have the concepts of liberty and equality evolved? ● Can a democracy not be democratic? ● How did American literature and art have an impact on American life? 	<p><i>Students will be able to....</i></p> <p>Objectives</p> <ul style="list-style-type: none"> ● Analyze how events are related over time. ● Use critical thinking skills to interpret events, recognize bias, point of view, and context. ● Assess the credibility of primary and secondary sources. ● Analyze data in order to see persons and events in context. ● Formulate questions based on information needs.

Essential Ideas

- Reform movements of the 1800's were the impetus for social and political change in America. Reformers tackled a variety of causes including temperance, prison reform, improved conditions for those with mental illnesses, and public education.
- Political and social reform in America in the 1840's was based on the ideals of liberty and equality expressed in the Declaration of Independence
- Anti slavery advocates believed that only by ending slavery could the United States become truly democratic

- Use effective strategies for locating information.
- Compare and contrast competing interpretations of current and historical events.
- Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians.
- Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events.
- Summarize information in written, graphic, and oral formats.
- Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital.
- Construct timelines of the events occurring during major eras.
- Explain how major events are related to one another in time.
- Select and use various geographic representations to compare information about people, places, regions, and environments.
- Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
- Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.
- Anti slavery advocates believed that only by ending slavery could the United States become truly democratic.
- Identify the social problems that reformers tried to solve.
- Analyze the institution of slavery in the United States, resistance to it, and New Jersey's role in the Underground Railroad.
- Discuss how reformers tried to end slavery and how Americans reacted to the Anti-slavery movement.
- Explain how the Dred Scott decision was a major setback for the antislavery forces and caused the nation to divide Construct timelines of the events occurring during major eras.

Instructional Plan	
Suggested Activities/Routines	Resources
Current Events Day Financial Literacy Day Veterans Day Pearl Harbor Day MLK Day	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p style="text-align: center;">www.connected.mcgraw-hill.com</p>
SUGGESTED OPTIONS FOR DIFFERENTIATION	
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Visuals ● Gesturing ● Miming and roleplaying ● Use of realia and manipulatives ● Simplified language/teacher talk/thinking aloud ● ESL Support <p><i>Strategies:</i></p> <ul style="list-style-type: none"> ● Personal word wall/word rings ● Introducing vocabulary before lesson ● Total physical response (TPR) activities (cluck, swish, etc.) ● Cloze activities ● Teacher modeling ● Pattern sentences (speak and/or writing) ● Choral chanting ● Small group instruction/cooperative learning 	

- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts

- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists

- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Unit III: Westward Expansion

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 4. Expansion and Reform (1801–1861)

- 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 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.b: 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.

Era 5. Civil War and Reconstruction (1850–1877)

- 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

- 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.
- 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

Interdisciplinary Standards

Language Arts

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Science

- 7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Computer Science & Design Thinking

- 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Evidence of Student Learning

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer’s Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles

Benchmark Assessments

- Beginning of Year Assessment
- Unit III Assessment

Summative Assessments

- Portfolio Assessment piece

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

<ul style="list-style-type: none"> ● Unit Test ● Timed Writing Piece 	
Knowledge and Skills	
Content	Skills
<p><i>Students will know...</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> ● In what ways and to what extent did the Jacksonian approach to Native American issues represent a continuation of a long standing attitude toward Native Americans? ● What cultures and ideas influenced the development of the west? ● How did westward expansion change the geography of the nation and demonstrate the determination of its people? <p><u>Essential Ideas</u></p> <ul style="list-style-type: none"> ● The government forced Native Americans to move west of the Mississippi River and as a result, thousands of Native Americans died resisting removal or along the journey west. This forced migration still affects Native Americans today. ● Settlers who moved to the west were drawn by a variety of factors and had to face difficult challenges. As these settlers moved westward, they encountered people of different cultures such as Native Americans and Mexicans. The mixing of these cultures affected the development of the west and the entire nation. ● By the 1820s, land-hungry Americans often had to look west of the Mississippi River for territory to settle. Manifest Destiny was the idea that the United States had the right to “spread and possess the whole continent. 	<p><i>Students will be able to....</i></p> <p>Objectives</p> <ul style="list-style-type: none"> ● Analyze how events are related over time. ● Use critical thinking skills to interpret events, recognize bias, point of view, and context. ● Assess the credibility of primary and secondary sources. ● Analyze data in order to see persons and events in context. ● Formulate questions based on information needs. ● Use effective strategies for locating information. ● Compare and contrast competing interpretations of current and historical events. ● Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians. ● Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events. ● Summarize information in written, graphic, and oral formats. ● Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital. ● Construct timelines of the events occurring during major eras. ● Explain how major events are related to one another in time. ● Select and use various geographic representations to compare information about people, places, regions, and environments.

	<ul style="list-style-type: none"> ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems. ● Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. ● Describe and map American territorial expansions and the settlement of the frontier during this period. ● Explain the concept of the Manifest Destiny and its relationship to the westward movement of ● settlers and territorial expansion, including the purchase of Florida (1819), the annexation of Texas ● (1845), the acquisition of the Oregon Territory (1846), and territorial acquisition resulting from the ● Mexican War (1846-1848). ● Describe and map the continuing territorial expansion and settlement of the frontier, including the ● acquisition of new territories and conflicts with Native Americans, the Louisiana Purchase, the Lewis and Clark expedition, and the California gold rush. ● Explain how state and federal policies influenced various Native American tribes (e.g., homeland vs. resettlement, Black Hawk War, Trail of Tears).
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Current Events Financial Literacy African American History Month Presidents Day Women’s History Month</p>	<p><u>Reading:</u> Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p>

Historical Booth Day

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SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase

- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
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- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow all IEP modifications
- Scribe for students who can’t write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program

- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom’s Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities

- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
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- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program

Teacher Notes:

Unit IV: The Civil War & The Amistad Case

Duration: 45 Days

Standards / Learning Targets

Focus Standards - Major Standards

Era 5. Civil War and Reconstruction (1850–1877)

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

- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

Interdisciplinary Standards

Language Arts

- W.7.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

Science

- 7.G.A.1: Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Computer Science & Design Thinking

- 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
- 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
- 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.

Career Readiness, Life Literacies, & Key Skills

- 9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.
- 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., 6.1.8.CivicsDP.1).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or

negative outcome.

- 9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.
- 9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

Evidence of Student Learning

Formative Assessments

- Open Ended Questions
- Weekly Tests
- Writer's Workshop
- Class Discussion
- Graphic Organizers
- Reading Responses
- Reading Log
- Exit Slips
- Kinesthetic Assessments
- Running Records
- Literature Circles

Benchmark Assessments

- Beginning of Year Assessment
- Unit IV Assessment

Summative Assessments

- Portfolio Assessment piece
- Unit Test
- Timed Writing Piece

Alternate Assessments

- Teacher-created project-based assessment
- Alternate Running Records
- Discussion Circles
- Turn and Talks

Knowledge and Skills

Content	Skills
<p><i>Students will know...</i></p> <p>Essential Questions</p> <ul style="list-style-type: none"> ● How did the nation try but fail to deal with growing sectional differences, slavery, and incidents like the Amistad Occurrence? ● How did the question of admitting new states to the Union fuel the debate over slavery and states' rights? ● How was the Civil War an economic, political and social turning point? ● How did the government try to solve key problems facing the nation after the Civil War? <p><u>Essential Ideas</u></p> <ul style="list-style-type: none"> ● The political, geographical, economic and sociological differences between the North and South led to many controversies up to and including the Civil War. ● The need to draw lines between federal and state power led to bitter political struggles. (States' Rights) ● Critical events and battles contributed to the final outcome of the Civil War. The Emancipation Proclamation and the Gettysburg Address had a lasting effect on American life. ● The human and material costs of the Civil War were high in both the North and the South. ● There were different perspectives toward the rebuilding of the South. ● The Constitution was amended as a result of the Civil War and Reconstruction. 	<p><i>Students will be able to....</i></p> <p>Objectives</p> <ul style="list-style-type: none"> ● Analyze how events are related over time. ● Use critical thinking skills to interpret events, recognize bias, point of view, and context. ● Assess the credibility of primary and secondary sources. ● Analyze data in order to see persons and events in context. ● Formulate questions based on information needs. ● Use effective strategies for locating information. ● Compare and contrast competing interpretations of current and historical events. ● Interpret events considering continuity and change, the role of chance, oversight and error, and changing interpretations by historians. ● Distinguish fact from fiction by comparing sources about figures and events with fictionalized characters and events. ● Summarize information in written, graphic, and oral formats. ● Discuss the economic growth of a nation in terms of increasing productivity, investment in physical capital, and investment in human capital. ● Construct timelines of the events occurring during major eras. ● Explain how major events are related to one another in time. ● Select and use various geographic representations to compare information about people, places, regions, and environments. ● Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.

	<p>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p> <ul style="list-style-type: none"> • Analyze different points of view in regard to New Jersey’s role in the Civil War, including abolitionist sentiment in New Jersey and New Jersey’s vote in the elections of 1860 and 1864. • Explain the major events of the American Civil War including: The causes of the Civil War (slavery, states’ rights), The course and conduct of the war (Amistad Case, Antietam, Vicksburg, Gettysburg), Sectionalism, Dred Scott and others
Instructional Plan	
Suggested Activities/Routines	Resources
<p>Current Events Financial Literacy Holocaust Remembrance Memorial Day Flag Day D-Day Juneteenth The Amistad Case</p>	<p>Reading: Unit Lesson Guides Exploring Story Structure and Point of View Anchor Lessons The Reading Strategies Book, Jennifer Serravallo Text Dependent Questions, Grades K-5 Douglas Frey and Nancy Fisher</p> <p>www.connected.mcgraw-hill.com National Archives on The Amistad Case</p>
Teacher Notes:	

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities
- Teacher modeling
- Pattern sentences (speak and/or writing)
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Special Education

- Work longer books as skills in reading increase
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504 Plans

- Preferential seating
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- Allow extra time to complete assignments or tests
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- Follow all modifications/504 plan

Gifted and Talented

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- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list
- Ask "why" and "what if" questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
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- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
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- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills

- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion
- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

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