

8th Grade Social Studies Curriculum

Cliffside Park Middle School

August 2018

GRADE: 8th Grade Social Studies

Unit Name: Jefferson Era

Duration: 3-4 weeks

Enduring Understanding:

- U.S. expansion by Thomas Jefferson led to an improvement in the economy

Essential Questions:

- How did the Louisiana Purchase impact the American culture?
- Why did the United States enter into the War of 1812?

Topics Covered:

- Election of 1800
- Growing power of the U.S. Supreme Court
- Lewis and Clark expedition
- War of 1812

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *War of 1812 maps* reading/assessment, *Lewis and Clark journals* reading/assessment, *Star Spangled Banner* reading/assessment
- Secondary sources: *The Great Little Madison* reading/assessment, *Crossing the Panther's Path* reading/assessment, *Bold Journey: West with Lewis and Clark* reading/assessment

Summative:

- Unit test

Benchmarks:

- Jefferson Era benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Mapping the journey of Lewis and Clark
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the presidency of Thomas Jefferson

Relevant Standards:**NJSLS--Social Studies**

- 6.1.8.A.3.a--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.
- 6.1.8.A.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.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.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.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--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.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: customs, duty, jurisdiction, similar, principle, secede, tribute, natural rights, embargo, nationalism, restriction

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will assess students on their understanding of excerpts from the Thomas Jefferson biography

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> • Amplify learning by providing more challenging texts • Allow G & T students to compare and contrast the presidency of John Adams to that of Thomas Jefferson • Create Google Slide presentation on pertinent topics from within the unit • Allow G & T students to identify and define higher level terms 	<ul style="list-style-type: none"> • Allow for peer to peer collaboration within the classroom • Have ELL students present the importance of the Louisiana Purchase • Assign an English speaking mentor to help student with language difficulties • Allow ELL students the opportunity illustrate one of the 	<ul style="list-style-type: none"> • Students with IEPs will be given the opportunity to present information regarding the journey of Lewis and Clark • Students will be able to draw a graphic organizer of changes to the U.S. economy • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers • Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting • Students will not be penalized for spelling and grammar errors

<p>within the unit of study</p> <ul style="list-style-type: none">• Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship	<p>amendments found in the Bill of Rights</p> <ul style="list-style-type: none">• Have ELL teacher assist in appropriate modifications and accommodations for all assessments• Use information from the WIDA testing to help facilitate individualized assessments for ELL students• Allow student access to native dictionary to help with the understanding of vocabulary within the unit• Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">• Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 8th Grade Social Studies

Unit Name: Growth and Expansion

Duration: 3-4 weeks

Enduring Understanding:

- United States economy is shifting from agricultural to commercial

Essential Questions:

- How does geography influence the way people live?
- Why does conflict develop?

Topics Covered:

- Lowell factory system
- Industrial growth
- Elements of the free enterprise system
- Impact of cotton on slavery
- Modes of transportation during the Industrial Revolution
- Life in western settlements

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Rules of the Lowell Mills* reading/assessment, *Pictures of the Lowell Mill girls* reading/assessment
- Secondary sources: *The Groundbreaking, Chance-Taking Life of George Washington Carver and Science and Invention in America* reading/assessment, *Robert Fulton* reading/assessment, *Gibbons v. Ogden: Controlling Trade Between States* reading/assessment

Summative:

- Unit test

Benchmarks:

- Growth and Expansion benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Role play of the Gibbons v. Ogden Supreme Court Case
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in shaping the U.S. economy after the War of 1812

Relevant Standards:**NJSLS--Social Studies**

- 6.1.8.A.3.a--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.
- 6.1.8.A.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.A.3.c--Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.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.A.3.e--Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3.f--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.A.3.g--Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a--Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.3.12.C.1--Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action
- 6.3.12.D.1--Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: cotton gin, interchangeable parts, patent, capitalism, capital, free enterprise, census, turnpike, lock, canal, sectionalism, monopoly, interstate commerce, cede

Interdisciplinary Activities and Connections:

- Science and Social Studies teachers will examine with their students the importance of canals and locks on the early American economy.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> • Amplify learning by providing more challenging texts • Allow G & T students to compare and contrast the economy of America before and after the War of 1812 • Create Google Slide presentation on pertinent topics from within the unit • Allow G & T students to identify and define higher level terms 	<ul style="list-style-type: none"> • Allow for peer to peer collaboration within the classroom • Have ELL students present how America shaped the Industrial Revolution • Assign an English speaking mentor to help student with language difficulties • Allow ELL students the opportunity illustrate one of the 	<ul style="list-style-type: none"> • Students with IEPs will be given the opportunity to present information on one tool or instrument of importance that influenced the Industrial Revolution in America • Students will be able to draw a graphic organizer of changes to the U.S. economy • Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports • Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) • Text to speech • Students will be provided with graphic organizers • Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting

<p>within the unit of study</p> <ul style="list-style-type: none">• Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship	<p>amendments found in the Bill of Rights</p> <ul style="list-style-type: none">• Have ELL teacher assist in appropriate modifications and accommodations for all assessments• Use information from the WIDA testing to help facilitate individualized assessments for ELL students• Allow student access to native dictionary to help with the understanding of vocabulary within the unit• Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">• Students will not be penalized for spelling and grammar errors• Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 8th Grade Social Studies

Unit Name: Jackson Era

Duration: 3-4 weeks

Enduring Understanding:

- People, places, and ideas change over time

Essential Questions:

- What are the characteristics of a leader?
- What are the consequences when cultures interact?

Topics Covered:

- Change in political parties
- Conflict over tariffs
- Role of campaign tactics in elects of the early 19th century
- Native American removal policy
- Jackson's objection to the Bank of the United States

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Andrew Jackson's acceptance speech* reading/assessment, *Indian Removal Act of 1830* reading/assessment
- Secondary sources: *The Cherokee Man Who Gave His People Writing* reading/assessment, *Old Hickory: Andrew Jackson and the American People* reading/assessment, *First People: An Illustrated History of American Indians* reading/assessment

Summative:

- Unit test

Benchmarks:

- Jackson Era benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Outline the pros and cons of the Gibbons v. Ogden Supreme Court case
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in the Trail of Tears process

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.3.a--Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b--Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12.A.3.c--Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.3.d--Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.3.e--Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.3.4.A.4--Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: plurality, majority, mudslinging, bureaucracy, spoils system, nominating convention, relocated, federal, veto,

Interdisciplinary Activities and Connections:

- Art History and Social Studies teachers will examine political posters from the 19th century that used examples of mudslinging

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to outline the winners and losers of the Gibbons v. Ogden court case ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Have ELL students present how Native Americans were treated during the Trail of Tears ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students the opportunity 	<ul style="list-style-type: none"> ● Students with IEPs will be given the opportunity to present information on one tool or instrument of importance that influenced the outcome of the Indian Removal Act of 1830 ● Students will be able to draw a graphic organizer of changes to the U.S. economy ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting

<p>within the unit of study</p> <ul style="list-style-type: none">• Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship	<p>illustrate one of the amendments found in the Bill of Rights</p> <ul style="list-style-type: none">• Have ELL teacher assist in appropriate modifications and accommodations for all assessments• Use information from the WIDA testing to help facilitate individualized assessments for ELL students• Allow student access to native dictionary to help with the understanding of vocabulary within the unit• Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">• Students will not be penalized for spelling and grammar errors• Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 8th Grade Social Studies

Unit Name: North and South

Duration: 3-4 weeks

Enduring Understanding:

- Economic systems shape relationships in society

Essential Questions:

- How does technology change the way people live?
- How do people adapt to their environment?
- Why do people make economic choices?

Topics Covered:

- Causes and consequences of the 19th century transportation revolution
- Technological advancements on the agriculture economy
- Immigrant groups of the 19th century
- Economies of the North and South
- Influence of individuals on social and political developments in the South
- Role of slavery in the development of sectional conflict

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Diary of Mary Driscoll, an Irish Mill Girl* reading/assessment, *Map of the United States in the 19th century* reading/assessment, *Journals and Diaries of Slaves in the mid-19th century* reading/assessment
- Secondary sources: *Up Before Daybreak: Cotton and People in America* reading/assessment, *Streets of Gold* reading/assessment, *Rebels Against Slavery* reading/assessment

Summative:

- Unit test

Benchmarks:

- North and South benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Illustrate map of United States imports and exports of the 19th century
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in pre-Civil War America

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.3.a--Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b--Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12.A.3.c--Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.3.d--Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.3.e--Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.3.4.A.4--Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: clipper ship, telegraph, Morse Code, transform, trade union, strike, prejudice, discrimination, famine, nativist, productivity, domestic slave trade, process, consequence, overseer, yeoman

Interdisciplinary Activities and Connections:

- Math and Social Studies teachers will assess students on their ability to read charts and graphs that pertain to immigration and economic changes in the mid-19th century

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students to research and illustrate bar graphs that highlight economic changes throughout the mid-19th century● Create Google Slide presentation on pertinent topics from within the unit	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Have ELL students present information on the slave auction process● Assign an English speaking mentor to help student with language difficulties● Allow ELL students the opportunity illustrate one of	<ul style="list-style-type: none">● Students with IEPs will be given the opportunity to draw a map of a stereotypical slave plantation● Students will be able to draw a graphic organizer of changes to the U.S. economy● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting

<ul style="list-style-type: none">● Allow G & T students to identify and define higher level terms within the unit of study● Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship	<p>the amendments found in the Bill of Rights</p> <ul style="list-style-type: none">● Have ELL teacher assist in appropriate modifications and accommodations for all assessments● Use information from the WIDA testing to help facilitate individualized assessments for ELL students● Allow student access to native dictionary to help with the understanding of vocabulary within the unit● Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">● Students will not be penalized for spelling and grammar errors● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 8th Grade Social Studies

Unit Name: Spirit of Reform

Duration: 3-4 weeks

Enduring Understanding:

- People, places, and ideas change over time

Essential Questions:

- Who do societies change?
- What motivates people to act?
- How do new ideas change the way people live?

Topics Covered:

- Second Great Awakening
- Major reform movements of the 19th century
- Transcendentalist authors
- Changes in education for women
- Changes in women's rights in marriage, family, and expanded

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Biography of Henry David Thoreau* reading/assessment, *Leaves of Grass* reading/assessment
- Secondary sources: *Elizabeth Blackwell: The First Woman Doctor* reading/assessment, *Breaking the Chains: The Crusade of Dorthea Lynde Dix* reading/assessment

Summative:

- Unit test

Benchmarks:

- Spirit of Reform benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Make a list of all of the important female reformers and explain their accomplishments
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in Second Great Awakening

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.3.a--Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b--Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12.A.3.c--Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.3.d--Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.3.e--Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.3.4.A.4--Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: revival, utopia, temperance, normal school, civil disobedience, lecture, coeducation,

Interdisciplinary Activities and Connections:

- Art and Social Studies teachers will examine the theme of important pieces of artwork that focused on women's rights in pre-Civil War America

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

<p>Modifications to Support Gifted and Talented Students</p>	<p>Modifications to Support English Language Learners</p>	<p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to research the life and times of Henry David Thoreau ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study ● Direct G & T students into internship 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Have ELL students name and define important literary terms in the pieces of literature from the Second Great Awakening era ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students the opportunity 	<ul style="list-style-type: none"> ● Students with IEPs will be given the opportunity to research the life of Dorthea Dix and present findings to the class ● Students will be able to draw a graphic organizer of changes to the U.S. economy ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors

<p>programs or volunteer opportunities that stress the importance of citizenship</p>	<p>illustrate one of the amendments found in the Bill of Rights</p> <ul style="list-style-type: none">• Have ELL teacher assist in appropriate modifications and accommodations for all assessments• Use information from the WIDA testing to help facilitate individualized assessments for ELL students• Allow student access to native dictionary to help with the understanding of vocabulary within the unit• Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">• Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 8th Grade Social Studies

Unit Name: Spirit of Reform

Duration: 3-4 weeks

Enduring Understanding:

- People, places, and ideas change over time

Essential Questions:

- Who do societies change?
- What motivates people to act?
- How do new ideas change the way people live?

Topics Covered:

- Second Great Awakening
- Major reform movements of the 19th century
- Transcendentalist authors
- Changes in education for women
- Changes in women's rights in marriage, family, and expanded

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Biography of Henry David Thoreau* reading/assessment, *Leaves of Grass* reading/assessment
- Secondary sources: *Elizabeth Blackwell: The First Woman Doctor* reading/assessment, *Breaking the Chains: The Crusade of Dorthea Lynde Dix* reading/assessment

Summative:

- Unit test

Benchmarks:

- Spirit of Reform benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Make a list of all of the important female reformers and explain their accomplishments
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in Second Great Awakening

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.3.a--Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b--Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12.A.3.c--Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.3.d--Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.3.e--Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.3.4.A.4--Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: revival, utopia, temperance, normal school, civil disobedience, lecture, coeducation,

Interdisciplinary Activities and Connections:

- Art and Social Studies teachers will examine the theme of important pieces of artwork that focused on women's rights in pre-Civil War America

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

<p>Modifications to Support Gifted and Talented Students</p>	<p>Modifications to Support English Language Learners</p>	<p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Allow G & T students to research the life and times of Henry David Thoreau ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study ● Direct G & T students into internship 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Have ELL students name and define important literary terms in the pieces of literature from the Second Great Awakening era ● Assign an English speaking mentor to help student with language difficulties ● Allow ELL students the opportunity 	<ul style="list-style-type: none"> ● Students with IEPs will be given the opportunity to research the life of Dorthea Dix and present findings to the class ● Students will be able to draw a graphic organizer of changes to the U.S. economy ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors

<p>programs or volunteer opportunities that stress the importance of citizenship</p>	<p>illustrate one of the amendments found in the Bill of Rights</p> <ul style="list-style-type: none">• Have ELL teacher assist in appropriate modifications and accommodations for all assessments• Use information from the WIDA testing to help facilitate individualized assessments for ELL students• Allow student access to native dictionary to help with the understanding of vocabulary within the unit• Student may create a Google Slide presentation and explain information in their native language	<ul style="list-style-type: none">• Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 8th Grade Social Studies

Unit Name: Towards Civil War

Duration: 3-4 weeks

Enduring Understanding:

- America is on the verge of destruction

Essential Questions:

- Why does conflict develop?
- How did a powerful country become split?

Topics Covered:

- Division of the nation
- Kansas-Nebraska Act
- Dred Scott court case
- Republican party
- Election of 1860
- Attack on Fort Sumter

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Map of Fort Sumter* reading/assessment, *Nat Turner court transcript* reading/assessment
- Secondary sources: *Uncle Tom's Cabin* reading/assessment, *John Brown: Leader of the Civil War Era* reading/assessment, *Dred Scott Court Case: Slavery and Citizenship* reading/assessment

Summative:

- Unit test

Benchmarks:

- Towards Civil War benchmark exam administered by all 8th Grade Social Studies teachers upon completion of unit

Alternative:

- Create a timeline of the events that led to Civil War
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in the Dred Scott court case

Relevant Standards:**NJSLS--Social Studies**

- 6.1.12.A.3.a--Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b--Determine the extent to which America's foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12.A.3.c--Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.3.d--Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.
- 6.1.12.A.3.e--Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.3.4.A.4--Communicate with students from various countries about common issues of public concern and possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: revival, utopia, temperance, normal school, civil disobedience, lecture, coeducation,

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will complete a literary analysis on excerpts of *Uncle Tom's Cabin*

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none">● Amplify learning by providing more challenging texts● Allow G & T students to compare and contrast a northerner's opinion of <i>Uncle Tom's Cabin</i> compared to that of a southerner● Create Google Slide presentation on pertinent topics from within the unit● Allow G & T students to identify and define higher level terms	<ul style="list-style-type: none">● Allow for peer to peer collaboration within the classroom● Have ELL students create a timeline of the events of Nat Turner's life● Assign an English speaking mentor to help student with language difficulties● Allow ELL students the opportunity illustrate one of the amendments	<ul style="list-style-type: none">● Students with IEPs will be given the opportunity to research the life of Abraham Lincoln and present their findings to the class.● Students will be able to draw a graphic organizer of changes to the U.S. economy● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)● Text to speech● Students will be provided with graphic organizers● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting● Students will not be penalized for spelling and grammar errors

<p>within the unit of study</p> <ul style="list-style-type: none"> • Direct G & T students into internship programs or volunteer opportunities that stress the importance of citizenship 	<p>found in the Bill of Rights</p> <ul style="list-style-type: none"> • Have ELL teacher assist in appropriate modifications and accommodations for all assessments • Use information from the WIDA testing to help facilitate individualized assessments for ELL students • Allow student access to native dictionary to help with the understanding of vocabulary within the unit • Student may create a Google Slide presentation and explain information in their native language 	<ul style="list-style-type: none"> • Teachers will meet with collaborative teacher to discuss individual modifications for each student
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Unit Name: Civil War

Duration: 3-4 weeks

Enduring Understanding:

- Explain how the social, political, and economical landscape changed in America during and after the Civil War

Essential Questions:

- What was the theory of secession as claimed by the South?
- Was the election of Lincoln a catalyst in the Civil War?

Topics Covered:

- Fugitive Slave Act
- Underground Railroad
- Abraham Lincoln
- Lincoln-Douglas Debates
- Fort Sumter
- Ulysses S. Grant
- Robert E. Lee
- Emancipation Proclamation
- Habeas Corpus
- Gettysburg Address
- Amendment 13
- John Wilkes Booth

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Gettysburg Address* reading/assessment, *Emancipation Proclamation* reading/assessment, *Excerpts from the Lincoln-Douglas Debates* reading/assessment
- Secondary sources: *Red Badge of Courage* reading/assessment, *John Brown's Body* reading/assessment

Summative:

- Unit test

Benchmarks:

- Civil War benchmark exam administered by all 8th grade teachers upon completion of unit

Alternative:

- Author study on Stephen Crane and Stephen Vincent Benet
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in the Civil War era

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.3.g--Determine the extent to which state and local issues, the press, the rise of interest group politics, and the rise of party politics impacted the development of democratic institutions and practices.
- 6.1.12.A.3.h--Examine multiple perspectives on slavery and evaluate the claims used to justify the arguments.
- 6.1.12.A.3.i--Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision
- 6.1.12.B.3.a--Assess the impact of Western settlement on the expansion of United States political boundaries.
- 6.1.12.C.3.a--Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.
- 6.1.12.C.3.b--Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b--Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.1.12.D.3.c--Assess how states' rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).
- 6.1.12.D.3.d--Analyze the role education played in improving economic opportunities and in the development of responsible citizens.
- 6.1.12.D.3.e--Determine the impact of religious and social movements on the development of American culture, literature, and art.
- 6.3.4.A.2--Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.
- 6.3.4.C.1--Develop and implement a group initiative that addresses an economic issue impacting children.

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: Fort Sumter, Anaconda Plan, Antietam, Shiloh, minnie ball, habeas corpus, conscription, income tax, Amendment XIII, Red Cross

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will closely examine literary themes in the book titled, Gone with the Wind

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

<p>Modifications to Support Gifted and Talented Students</p>	<p>Modifications to Support English Language Learners</p>	<p>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</p>
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● G & T students can plan a mock field trip to Gettysburg and find activities that pertain to the important battle ● G & T students can teach a lesson on one important battle of the Civil War ● Allow G & T students to complete author 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● ELL students can choose one important weapon from the Civil War and explain its importance on the war ● Assign an English speaking mentor to help student with language difficulties 	<ul style="list-style-type: none"> ● Students with an IEP can watch Gone with the Wind and list the historical inaccuracies of the film ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking) ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors

<p>studies on specific writers during this time period</p> <ul style="list-style-type: none"> ● Create Google Slide presentation on pertinent topics from within the unit ● Allow G & T students to identify and define higher level terms within the unit of study 	<ul style="list-style-type: none"> ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit ● Student may create a Google Slide presentation and explain information in their native language 	<ul style="list-style-type: none"> ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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GRADE: 8th Grade Social Studies

Unit Name: Reconstruction

Duration: 3-4 weeks

Enduring Understanding:

- Identify the positive and negative factors in reconstruction and explain how the north and south were impacted

Essential Questions:

- Was Reconstruction a success or failure? Why?
- What were the different plans from reconstruction?
- Were freed slaves better off after reconstruction than they were before the Civil War?

Topics Covered:

- Andrew Johnson
- Radical Republicans
- Freedmen's Bureau
- Amendments 14 and 15
- Scalawag
- Sharecropping
- Ku Klux Klan

Assessments:

Formative:

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit
- Primary sources: *Beloved* reading/assessment, *The First of Liberty in their Hearts: the Diary of Jacob E. Yoder of the Freedmen's Bureau School* reading/assessment
- Secondary sources: *Debating Slavery: Economy and Society in the Antebellum American South* reading/assessment, *Reconstruction: America's Unfinished Revolution* reading/assessment

Summative:

- Unit test

Benchmarks:

- Reconstruction benchmark exam administered by all 8th grade teachers upon completion of unit

Alternative:

- Author study on Toni Morrison and Margaret Mitchell
- Presentation through the use of Google Slides on any person, place, or topic that was instrumental in reshaping America after the Civil War

Relevant Standards:

NJSLS--Social Studies

- 6.1.12.A.4.a--Analyze the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.
- 6.1.12.A.4.b--Analyze how ideas found in key documents (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address) contributed to demanding equality for all.
- 6.1.12.A.4.c--Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.
- 6.1.12.B.4.a--Use maps and primary sources to assess the impact that geography, improved military strategies, political and military decisions (e.g., leadership), and new modes of transportation had on the outcome of the Civil War.
- 6.1.12.B.4.b--Analyze the impact of population shifts and migration patterns during the Reconstruction period.
- 6.1.12.C.4.a--Assess the role that economics played in enabling the North and South to wage war.
- 6.1.12.C.4.b--Compare and contrast the immediate and long-term effects of the Civil War on the 22 economies of the North and South.
- 6.1.12.C.4.c--Explain why the Civil War was more costly to America than previous conflicts were.
- 6.1.12.D.4.a--Compare and contrast the roles of African Americans who lived in Union and Confederate states during the Civil War.
- 6.1.12.D.4.b--Compare and contrast the impact of the American Civil War and the impact of a past or current civil war in another country in terms of the consequences for people's lives and work.
- 6.1.12.D.4.c--Analyze the debate about how to reunite the country, and determine the extent to which enacted Reconstruction policies achieved their goals.
- 6.1.12.D.4.d--Relate conflicting political, economic, social, and sectional perspectives on Reconstruction to the resistance of some Southern individuals and states.
- 6.1.12.D.4.e--Analyze the impact of the Civil War and the 14th Amendment on the development of the country and on the relationship between the national and state governments.
- 6.3.4.B.1--Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.
- 6.3.4.D.1--Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
- 6.3.8.A.2--Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

English/Language Arts and Social Studies/History Literacy Standards

- ELA-LITERACY.RH.6-8.1 through ELA-LITERACY.RH.6-8.10

New Jersey Career Ready Practices Standards

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

Vocabulary: reconstruction, bill, amendment, congress, black codes, Freedman’s Bureau, Civil Rights Act of 1866, Reconstruction Act of 1867, Enforcement Act of 1870, impeach, scalawags, carpetbaggers, sharecropping, tenant farming, Ku Klux Klan

Interdisciplinary Activities and Connections:

- ELA and Social Studies teachers will create an assessment that focuses on the repercussions of the amendments that were passed during the Reconstruction Era.

Core Instructional Materials/Resources/Digital Tools:

- Discovering Our Past: A History of the United States, McGraw-Hill Publishers
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

Modifications to Support Gifted and Talented Students	Modifications to Support English Language Learners	Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)
<ul style="list-style-type: none"> ● Amplify learning by providing more challenging texts ● Assign G & T students a challenging read by Mark Smith titled, <i>Debating</i> 	<ul style="list-style-type: none"> ● Allow for peer to peer collaboration within the classroom ● Create a Venn Diagram that compares the positives and negatives of 	<ul style="list-style-type: none"> ● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports ● Allow students with IEPs to name the important politicians during the Reconstruction era and list their accomplishments ● Students will be given flexibility with assessments (option of having alternative

<p><i>Slavery: Economy and Society in the Antebellum American South</i> and present their findings to the class</p> <ul style="list-style-type: none"> ● Allow G & T students to complete author studies on specific writers during this time period ● Create Google Slide presentation about the important politicians from the Reconstruction Era ● Allow G & T students to identify and define higher level terms within the unit of study 	<p>Reconstruction Era with the citizens living in the Northern and Southern states</p> <ul style="list-style-type: none"> ● Assign an English speaking mentor to help student with language difficulties ● Have ELL teacher assist in appropriate modifications and accommodations for all assessments ● Use information from the WIDA testing to help facilitate individualized assessments for ELL students ● Allow student access to native dictionary to help with the understanding of vocabulary within the unit 	<p>assessments in lieu of assessments that non-IEP/504 students are taking)</p> <ul style="list-style-type: none"> ● Text to speech ● Students will be provided with graphic organizers ● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting ● Students will not be penalized for spelling and grammar errors ● Teachers will meet with collaborative teacher to discuss individual modifications for each student
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	<ul style="list-style-type: none">• Student may create a Google Slide presentation and explain information in their native language	
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Holocaust, Genocide, Tolerance, and Acceptance

- 5th-8th grade banded Curriculum through State of New Jersey Commission on Holocaust
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file1.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file2.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file3.pdf
- https://nj.gov/education/holocaust/downloads/curriculum/to_honor_all_children_file4.pdf