

Social Studies Grade 8

Unit 1: The Jefferson Era and America's Early Struggles

Stage 1: Desired Results

Standards & Indicators:

- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of 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.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.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.

2020 Career Readiness, Life Literacies, and Key Skills

Standard	Performance Expectations	Core Ideas
9.1 Personal Financial Literacy	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.	There are government agencies and policies that affect the financial industry and the broader economy.
9.4 Life Literacies and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

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9.4 Life Literacies and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	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.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4 Life Literacies and Key Skills	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4 Life Literacies and Key Skills	9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated
9.4 Life Literacies and Key Skills	9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.

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9.4 Life Literacies and Key Skills	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4 Life Literacies and Key Skills	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4 Life Literacies and Key Skills	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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<p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none">● The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.● Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.● Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.● A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none">● How did America overcome its early struggles and how did this impact its relationships with other countries around the world?
<p><u>Content:</u></p> <ul style="list-style-type: none">● Map/Mnemonics● Washington Precedents● Jefferson Era and Rules for Life● National Banks● Haitian Revolution/Louisiana Purchase● Lewis and Clark (Sacagewa- Women and Native American Roles)● Tecumseh and Tippecanoe (Conflict with Native Americans)● War of 1812 and Star Spangled Banner● Monroe Doctrine● Unit Review and Unit Test	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none">● Analyze maps to understand and interpret data.● Evaluate the importance of civic duty and how every citizen has an impact on society.● Create writing that incorporates academic vocabulary● Evaluate why the United States expanded and how expansion led to success and conflict.● Connect laws and acts from this era that have had effects on our society today and how that impacts citizens both now and then.
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none">● Writing● Reading● Analysis● Comprehension and application● Bullying● Character Education● Hornet Pride	

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Stage 2: Assessment Evidence

Performance Task(s):

- Common Formative Assessments
- Common Summative Assessments
- DBQs
- Short Constructed Responses
- Construction of Visual Representations
- Project Based Learning
- Essay Writing
- One Pagers

Other Evidence:

- Content of Student Discussions
- Exit Tickets

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Turn/Talk
- Shoulder Partners
- Rally Robin
- Round Robin
- Gallery Walks
- Take Off/Touchdown
- Write/Pair/Share
- Do Nows
- Exit Ticket/Closure

Native American Cultures Across the U.S.

Resources:

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [Newsela](#)
- [Discovery Education](#)
- [EdPuzzle](#)
- [Flocabulary](#)
- [ICivics](#)
- [Pear Assessment](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPi Resources for Social Studies:

- [Asian Pacific American Resources for Teachers](#)

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)

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	<ul style="list-style-type: none">• LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none">• Learning for Justice• GLSEN Educator Resources• Supporting LGBTQIA Youth Resource List• Respect Ability: Fighting Stigmas, Advancing Opportunities• NJDOE Diversity, Equity & Inclusion Educational Resources• Diversity Calendar		
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Independent Reading Marking the text on the Chromebook Using level 2 and 3 DOK questioning on Cornell Notes Using a graphic organizer for the essay, bullet main points and ideas used in the essay. Students generate notes on class readings. Project based learning using technology - imovie trailers Project based learning - 5 paragraph writing incorporated with visual aid Provide a higher grade level book based on topic being covered in class	Reading Groups Marking the text in pairs using a hard copy of document Using level 2 questioning on Cornell Notes Using a graphic organizer for essays, writing full sentences for main ideas. Students work in groups generating notes on a specific reading. Project based learning using technology - Nearpod presentation Project based learning - 3 paragraph writing incorporated with visual aid	Audio of the book read to the whole class Marking the text and teacher guiding the practice Using level 1 and 2 questioning on Cornell Notes Using a graphic organizer for an essay. Organizer must be completely filled out before proceeding with the essay. Students use teacher generated notes while filling in missing information. Project based learning using technology - In groups develop a google slide presentation	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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<p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	
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Unit 2: The Jacksonian Era and Manifest Destiny

Stage 1: Desired Results

Standards & Indicators:

- 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.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of 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.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.

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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.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.		
<u>2020 Career Readiness, Life Literacies, and Key Skills</u>		
Standard	Performance Expectations	Core Ideas
9.1 Personal Financial Literacy	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.	There are government agencies and policies that affect the financial industry and the broader economy.
9.4 Life Literacies and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	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.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4 Life Literacies and Key Skills	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.
9.4 Life Literacies and Key Skills	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one’s own work.

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9.4 Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4 Life Literacies and Key Skills	9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated
9.4 Life Literacies and Key Skills	9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4 Life Literacies and Key Skills	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4 Life Literacies and Key Skills	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended

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		for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4 Life Literacies and Key Skills	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p><u>Central Idea/Enduring Understanding:</u></p> <ul style="list-style-type: none"> • The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights. • Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface. • Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. • A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources. • Historical events and developments are shaped by social, political, cultural, technological, and economic factors. </div> <div style="width: 45%;"> <p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • How did America and its leaders expand the country both geographically and economically? </div> </div>		

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<p><u>Content:</u></p> <ul style="list-style-type: none"> • Bullying Lessons (1,2,3) • Jackson Introduction • Jackson Positives and Negatives • Trail of Tears • Andrew Jackson Human Graph Activity and Essay • Andrew Jackson and Voting Rights (Infused Civics) 	<p><u>Skills (Objectives):</u></p> <ul style="list-style-type: none"> • Analyze maps to understand and interpret data. • Evaluate the importance of civic duty and how every citizen has an impact on society. • Create writing that incorporates academic vocabulary • Evaluate why the United States expanded and how expansion led to success and conflict. • Connect laws and acts from this era that have had effects on our society today and how that impacts citizens both now and then.
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> • Reading • Writing • Comprehension and Application • Bullying • Character Education • Hornet Pride 	
<p style="text-align: center;">Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Common Formative Assessments • Common Summative Assessments • DBQs • Short Constructed Responses • Construction of Visual Representations • Project Based Learning • Essay Writing • One Pagers 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Content of Student Discussions • Exit Tickets
<p style="text-align: center;">Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> -Turn/Talk -Shoulder Partners -Rally Robin -Round Robin -Gallery Walks -Take Off/Touchdown -Write/Pair/Share -Do Nows -Exit Ticket/Closure <p><u>Native American Cultures Across the U.S.</u></p> <p><u>NJ Commission on Holocaust Education</u></p> <p><u>(1831) Cherokee Nation v. Georgia</u></p>	<p><u>Resources:</u></p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • <u>6.3 Suggested Framework K-12</u> • <u>Newsela</u> • <u>Discovery Education</u> • <u>EdPuzzle</u> • <u>Flocabulary</u> • <u>ICivics</u> • <u>Pear Assessment</u> • <u>NJ Commission on Holocaust Education</u> • <u>Facing History and Ourselves</u> • <u>New Jersey Historical Commission</u> • <u>Library of Congress</u> (Primary Sources) • <u>National Archives</u> (Primary Sources) • <u>PBS Learning Media</u>

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	<ul style="list-style-type: none"> • Stanford History Education Group • Zinn Education Project <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPJ Resources for Social Studies:</p> <ul style="list-style-type: none"> • Asian Pacific American Resources for Teachers <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
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Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Independent Reading</p> <p>Marking the text on the Chromebook</p> <p>Using level 2 and 3 DOK questioning on Cornell Notes</p> <p>Using a graphic organizer for the essay, bullet main points and ideas used in the essay.</p>	<p>Reading Groups</p> <p>Marking the text in pairs using a hard copy of document</p> <p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essays, writing full sentences</p>	<p>Audio of the book read to the whole class</p> <p>Marking the text and teacher guiding the practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p>

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<p>Students generate notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology - Nearpod presentation</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>organizer for an essay. Organizer must be completely filled out before proceeding with the essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	<p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>
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Unit 3: Towards the Civil War

Stage 1: Desired Results

Standards & Indicators:

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.

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- 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.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
- 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.
- 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
- 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents 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.
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.
- 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).
- 6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.
- 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.

2020 Career Readiness, Life Literacies, and Key Skills

Standard	Performance Expectations	Core Ideas
9.1 Personal Financial Literacy	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.	There are government agencies and policies that affect the financial industry and the broader economy.
9.4 Life Literacies and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative

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		thinking.
9.4 Life Literacies and Key Skills	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	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.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4 Life Literacies and Key Skills	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

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9.4 Life Literacies and Key Skills	9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated
9.4 Life Literacies and Key Skills	9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4 Life Literacies and Key Skills	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4 Life Literacies and Key Skills	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.

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9.4 Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4 Life Literacies and Key Skills	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights. Historical events may have single, multiple, and direct and indirect causes and effects. Historical contexts and events shaped and continue to shape people's perspectives. Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> What were the factors that led to the outbreak of the Civil War? What was at the center of the debate in the lead up to the Civil War? How were African Americans fighting for their freedom during this time period?
<u>Content:</u> <ul style="list-style-type: none"> Growing Economy and Expansion Moving West- Canals and Tech Innovations Popular Sovereignty Abolition Movement Missouri Compromise Attempts at Compromise: Compromise of 1850, Kansas/Nebraska Act John Brown Election of 1860 Secession Fort Sumter 		<u>Skills (Objectives):</u> <ul style="list-style-type: none"> Analyze maps to understand and interpret data. Evaluate the importance of civic duty and how every citizen has an impact on society. Create writing that incorporates academic vocabulary Evaluate why the United States expanded and how expansion led to success and conflict. Connect laws and acts from this era that have had effects on our society today and how that impacts citizens both now and then. Assess the impact of slavery on African Americans and how slavery played a role in the build up to the Civil War. Evaluate the cause and effects of technological innovations during the Industrial Revolution. Critique the compromises over slavery, how they were successful or failed, and how they could have been amended to solve problems. Construct a timeline that explains the sequence of events towards the Civil War and the effect of each event.
<u>Interdisciplinary Connections:</u> <ul style="list-style-type: none"> Reading Writing Comprehension and Application 		

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- Bullying
- Character Education
- Hornet Pride

Stage 2: Assessment Evidence

Performance Task(s):

- Common Formative Assessments
- Common Summative Assessments
- DBQs
- Short Constructed Responses
- Construction of Visual Representations
- Project Based Learning
- Essay Writing
- One Pagers

Other Evidence:

- Content of Student Discussions
- Exit Tickets

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Turn/Talk
- Shoulder Partners
- Rally Robin
- Round Robin
- Gallery Walks
- Take Off/Touchdown
- Write/Pair/Share
- Do Nows
- Exit Ticket/Closure

[Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources](#)

<https://www.zinnedproject.org/news/tdih/freedoms-journal-established/>

[Underreported Stories of Migration](#)

<https://www.blackpast.org/african-american-history/primary-documents-african-american-history/>

Resources:

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [Newsela](#)
- [Discovery Education](#)
- [EdPuzzle](#)
- [Flocabulary](#)
- [ICivics](#)
- [Pear Assessment](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPJ Resources for Social Studies:

- [Asian Pacific American Resources for Teachers](#)

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				<p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar
<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>				
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL	
<p>Independent Reading</p> <p>Marking the text on the Chromebook</p> <p>Using level 2 and 3 DOK questioning on Cornell Notes</p> <p>Using a graphic organizer for the essay, bullet main points and ideas used in the essay.</p> <p>Students generate notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p>	<p>Reading Groups</p> <p>Marking the text in pairs using a hard copy of document</p> <p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essays, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology - Nearpod presentation</p>	<p>Audio of the book read to the whole class</p> <p>Marking the text and teacher guiding the practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for an essay. Organizer must be completely filled out before proceeding with the essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>	

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<p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what is most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	
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Unit 4: Civil War and Reconstruction

Stage 1: Desired Results

Standards & Indicators:

- 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.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
- 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents 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.

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<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.</p> <p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> <p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.</p>		
<u>2020 Career Readiness, Life Literacies, and Key Skills</u>		
Standard	Performance Expectations	Core Ideas
9.1 Personal Financial Literacy	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.	There are government agencies and policies that affect the financial industry and the broader economy.
9.4 Life Literacies and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	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.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving

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		problems were or were not successful.
9.4 Life Literacies and Key Skills	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4 Life Literacies and Key Skills	9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated
9.4 Life Literacies and Key Skills	9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4 Life Literacies and Key Skills	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4 Life Literacies and Key Skills	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

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9.4 Life Literacies and Key Skills	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4 Life Literacies and Key Skills	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
<u>Central Idea/Enduring Understanding:</u> <ul style="list-style-type: none"> Historical events may have single, multiple, and direct and indirect causes and effects. Historical contexts and events shaped and continue to shape people's perspectives. Historical events and developments are shaped by social, political, cultural, technological, and economic factors. 		<u>Essential/Guiding Question:</u> <ul style="list-style-type: none"> How did the Civil War and Reconstruction Era both positively and negatively affect the growth and development of America?
<u>Content:</u> <ul style="list-style-type: none"> Goals/Military Strategies of both the North & South during the Civil War Lincoln's Presidency Confederacy/Jefferson Davis 		<u>Skills (Objectives):</u> <ul style="list-style-type: none"> Analyze maps to understand and interpret data. Evaluate the importance of civic duty and how every citizen has an impact on society. Create writing that incorporates academic vocabulary

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<ul style="list-style-type: none"> • Early battles of the Civil War • Daily life in both the North & South during the Civil War • Robert E. Lee • Emancipation Proclamation • U. S. Grant • The strain of war for both the North & South during the Civil War • Daily lives of soldiers on both sides during the Civil War • Civil War soldier's letters during the war • The Civil War's final stages • Lincoln's assassination • Reconstruction Era • Reconstruction Amendments to the Constitution • Andrew Johnson Presidency • Black Codes/KKK • Jim Crow South • Juneteenth 	<ul style="list-style-type: none"> • Evaluate why the United States expanded and how expansion led to success and conflict. • Connect laws and acts from this era that have had effects on our society today and how that impacts citizens both now and then. • Assess the impact of slavery on African Americans and how slavery played a role in the build up to the Civil War. • Evaluate the cause and effects of technological innovations during the Industrial Revolution. • Critique the compromises over slavery, how they were successful or failed, and how they could have been amended to solve problems. • Evaluate the strategies of both the Union and Confederacy and how that would affect the course and outcome of the war. • Critique the policies and approach of Abraham Lincoln during the War • Assess the impact of notable battles on the outcome of the war. • Explain how civilians were affected by the conflict of war. • Connect the assassination of Abraham Lincoln with the new approach of the Reconstruction. • Evaluate and explain the successes and failures of the Reconstruction. • Assess the impact of the three Reconstruction Amendments on the time period, as well as, on future Americans. • Explain how Jim Crow laws set African Americans back during and after the Reconstruction.
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Interdisciplinary Connections:

- Reading
- Writing
- Comprehension and Application
- Bullying
- Character Education
- Hornet Pride

Stage 2: Assessment Evidence

Performance Task(s):

- Common Formative Assessments
- Common Summative Assessments
- DBQs
- Short Constructed Responses
- Construction of Visual Representations
- Project Based Learning
- Essay Writing

Other Evidence:

- Content of Student Discussions
- Exit Tickets

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- One Pagers

Stage 3: Learning Plan

Learning Opportunities/Strategies:

- Turn/Talk
- Shoulder Partners
- Rally Robin
- Round Robin
- Gallery Walks
- Take Off/Touchdown
- Write/Pair/Share
- Do Nows
- Exit Ticket/Closure

Who Killed Reconstruction? A Trial Role Play

Resources:

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [Newsela](#)
- [Discovery Education](#)
- [EdPuzzle](#)
- [Flocabulary](#)
- [ICivics](#)
- [Pear Assessment](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)

Amistad Resources for Social Studies:

- [The New Jersey Amistad Commission Interactive Curriculum](#)
- [New Jersey State Board Foundation](#)
- [Civil Rights Teaching](#)
- [Black Past](#)

AAPI Resources for Social Studies:

- [Asian Pacific American Resources for Teachers](#)

LGBT and Disabilities Resources:

- [LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth](#)
- [LGBTQ+ Books](#)

DEI Resources:

- [Learning for Justice](#)
- [GLSEN Educator Resources](#)
- [Supporting LGBTQIA Youth Resource List](#)
- [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)
- [NJDOE Diversity, Equity & Inclusion Educational Resources](#)

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		● Diversity Calendar	
<u>Differentiation</u> *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Independent Reading Marking the text on the Chromebook Using level 2 and 3 DOK questioning on Cornell Notes Using a graphic organizer for the essay, bullet main points and ideas used in the essay. Students generate notes on class readings. Project based learning using technology - imovie trailers Project based learning - 5 paragraph writing incorporated with visual aid Provide a higher grade level book based on topic being covered in class Students read their assigned material independently Provide opportunity for students to respond and reflect on day's learning.	Reading Groups Marking the text in pairs using a hard copy of document Using level 2 questioning on Cornell Notes Using a graphic organizer for essays, writing full sentences for main ideas. Students work in groups generating notes on a specific reading. Project based learning using technology - Nearpod presentation Project based learning - 3 paragraph writing incorporated with visual aid Provide a book on grade level based on a topic being covered in class Students meet with those from other groups that read the same material to discuss what is most	Audio of the book read to the whole class Marking the text and teacher guiding the practice Using level 1 and 2 questioning on Cornell Notes Using a graphic organizer for an essay. Organizer must be completely filled out before proceeding with the essay. Students use teacher generated notes while filling in missing information. Project based learning using technology - In groups develop a google slide presentation Project based learning - 2 paragraph writing incorporated with visual aid Provide a book that is a grade or two lower and pair them with a higher functioning student	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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3-4 week independent study projects intended to provide enrichment	<p>important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>Students meet with their small groups and share what they've learned with each other. Follow with a whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	
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Pacing Guide

Content	Resources	Standards
UNIT 1: The Jefferson Era and America's Early Struggles (22 Days)		
Introduction, Routines and Procedures (4 Days)	Getting started w/ the Newsela SEL Collection	6.1.8.CivicsHR.3.b 6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.3.c
9/11 (1 Day)	Newsela: The Legacy of 9/11 (Text set)	6.1.8.CivicsHR.4.a 6.1.8.GeoSV.4.a
Jefferson v. Hamilton (1 Day)	DE: Jefferson Vs. Hamilton interactive debate.	6.1.8.EconET.4.a 6.1.8.EconET.4.b
The Haitian Revolution (2 Days)	Newsela: Connections between the American Revolution and the Haitian Revolution. (Article)	6.1.8.EconNE.4.a 6.1.8.EconNE.4.b
The Louisiana Purchase (2 Days)	Newsela Lesson: Reasons for the Louisiana Purchase	6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d
Lewis & Clark's Expedition/Sacagawea (1 Day)	DE Techbook: The Roots of Exploration w/ Lewis & Clark	
Tecumseh and Tippecanoe (1 Day)	Newsela Biography: Tecumseh	
War of 1812/Star Spangled Banner (2 Days)	DE: Investigation activity- Perspectives on the War of 1812	
CSA #1 Review & Assessment (3 Days)	Newsela Article: Your guide to the three weeks of 1814 that we today call the War of 1812	

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UNIT 2: The Jacksonian Era and Manifest Destiny (23 Days)

Black History Month Project (4 Days)	Newsela: Black History Month: Trailblazing Women (Text Set)	6.1.8.CivicsDP.4.a 6.1.8.CivicsHR.3.b
Monroe Doctrine (1 Day)	Newsela: Black History Month: Resistance and Liberation (Text Set)	6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.3.c
Sectionalism and the Missouri Compromise (1 Day)	Newsela: Primary Sources: the Monroe Doctrine	6.1.8.CivicsHR.4.a 6.1.8.GeoSV.4.a 6.1.8.EconET.4.a
Moving Out West (1 Day)	DE: Core Text on Sectionalism (Scroll down for investigation activity)	6.1.8.EconET.4.b 6.1.8.EconNE.4.a 6.1.8.EconNE.4.b
Andrew Jackson's Presidency (1 Day)	Newsela: The Missouri Compromise and Enslavement in the Western U.S.	6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.c
The Indian Removal Act (1 Day)	Newsela: An Overview of U.S. Westward Expansion	6.1.8.HistoryCC.4.d
The Trail of Tears (1 Day)	DE: Consequences and Impacts of Westward Expansion	
Andrew Jackson's Characteristics (1 Day)	Newsela: Presidential Profile: Andrew Jackson	
Andrew Jackson: Hero or Villain? Essay (2-3 Days)	DE: Primary Source- Excerpt from The Life of Andrew Jackson	
Oregon Country/The Oregon Trail (1-2 Days)	DE: King Andrew the First Investigation Activity	
Florida Becomes a State (1 Day)	Newsela Time Machine Activity: The Oregon Trail	
The Alamo/Texas Independence and Statehood (1 Day)	Newsela: Expansion and Reform: Remembering the Alamo	
The Mexican American War/Mexican Cession (1 Day)	Newsela: The Mexican-American War	
The California Gold Rush (1 Day)	DE: Investigation Activity- The Making of the West	
The Mormons and Utah (1 Day)	DE: Catching Gold Fever	
Manifest Destiny Map (1 Day)	Newsela: The Forced Migration of Mormons	
CSA #2 Review & Assessment (3 Days)	Newsela: Manifest Destiny, in art	

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	Newsela: Manifest Destiny- The idea behind the US' westward expansion	
UNIT 3: Towards the Civil War (22 Days)		
Missouri Compromise of 1820 - Review (1 Day)	Newsela: The Missouri Compromise and Enslavement in the Western U.S.	6.1.8.CivicsHR.4.a 6.1.8.EconNE.4.b
The Industrial North (1 Day)	DE: The Missouri Compromise and Nat Turner (Video)	6.1.8.HistoryCC.4.b 6.1.8.HistoryCC.4.d
The People of the North (1 Day)	Newsela: Southern Plantation Owners Used "King Cotton" to Justify Enslavement	6.1.8.HistoryCC.5.a 6.1.8.HistoryCC5.b
Southern Cotton Kingdom (1 Day)	DE: The Southern Economy	6.1.8.HistoryCC.5.c 6.1.8.HistoryUP.5.a
The People of the South (1 Day)	DE: Southern Cotton Economy (Video)	6.1.8.HistoryUP.5.b 6.1.8.HistoryUP.5.c
The Underground Railroad (2 Days)	Newsela: Expansion & Reform: The Underground Railroad and the Coming of War	6.1.8.HistoryCC.5.d 6.1.8.HistoryCC.5.e
New Jersey and the Underground Railroad (1 Day)	DE: Background Builder: The Underground Railroad (Interactive Activity)	6.1.8.HistoryCC.5.f 6.1.8.HistoryCC.5.g
Social Reformers Project (3 Days)	Newsela: To Honor Tubman, Others, "Walk to Freedom" Traces Jersey Underground Railroad Routes	
The Compromise of 1850 (1 Day)	DE: The Compromise of 1850	
The Election of 1856 (1 Day)	Newsela: Primary Sources: The Fugitive Slave Act of 1850	
Challenges to Slavery (1 Day)	Newsela: The Dred Scott Case	
The Dred Scott Case (1 Day)	Newsela: Dred Scott: Suing for Freedom (Interactive Video)	
Secession and War (1 Day)	Newsela: What Was Secession and Why Did It Matter?	
John Brown: Hero or Villain? Essay (3 Days)	DE: Secession Leads to War	
CSA #3 Review and Assessment (3 Days)	DE: Secession (Myth Busting Student Activity)	
	Newsela: The Election of 1860 and the Road to Disunion (Interactive Video)	

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	Newsela: The Ghost of Harpers Ferry (Fictional Text) DE: John Brown Leads an Uprising	
UNIT 4: The Civil War and Reconstruction (23 Days)		
Political Leaders of the Civil War (1 Day)	Newsela: Civil War: Military Background of the Union and Confederate Forces	6.1.8.HistoryCC.5.a
The North and South During the Civil War (1-2 Days)	DE: Sectionalism	6.1.8.HistoryCC.5.b
Civil War Strategies (1 Day)	DE: Technology and the Civil War	6.1.8.HistoryCC.5.c
Early Civil War Battles Chart & Project (4 Days)	Newsela: The Lack of an Industrial Base Hurt the South During the Civil War	6.1.8.HistoryUP.5.a
Civil War Battles Stations (1 Day)	Newsela: Dueling Economies that Fueled the Civil War (Interactive Video)	6.1.8.HistoryUP.5.b
The Strain of War (1 Day)	DE: War Strategies and Results	6.1.8.HistoryUP.5.c
The Gettysburg Address (1 Day)	DE: The Real Fighting Begins	6.1.8.HistoryCC.5.d
The Final Days of the Civil War (2 Days)	Newsela: Defining Battles of the Civil War	6.1.8.HistoryCC.5.e
Intro. to Reconstruction (1 Day)	DE: "This Mighty Scourge of War"	6.1.8.HistoryCC.5.f
Lincoln's Assassination (1 Day)	Newsela: Black Soldiers in the Civil War	6.1.8.HistoryCC.5.g
Radical Reconstruction (1 Day)	Newsela: Famous Speeches: Abraham Lincoln's Gettysburg Address	
Life in the South During Reconstruction (1-2 Days)	Newsela: Why the Civil War Took So Long to be Officially Over	
Jim Crow South (1 Day)	DE: The Spoils of War	
Juneteenth (1 Day)	Newsela: Presidential, Radical and Congressional Reconstruction After the U.S. Civil War	
CSA #4 Review & Assessment (3 Days)	Newsela: Time Machine (1865): The Assassination of Abraham Lincoln Newsela: Reconstruction in the South	

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	DE: Achievements of Reconstruction DE: The Impact of Reconstruction DE: The Limits of Reconstruction Newsela: Jim Crow Laws in the American South DE: Jim Crow Laws and Voting Barriers Newsela: The History of Juneteenth Newsela: Celebrating Juneteenth, Freedom Day DE: Chapter Three: Juneteenth Survival (Video)	
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