#

# Somers Point School District

# Curriculum

## Social Studies

## Grade 8

## August 2012

##

## Board Approved: September 2012

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#### SOMERS POINT SCHOOL DISTRICT

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**Acknowledgments**

**The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:**

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**Somers Point Schools**

This document reflects the collaboration of teachers, staff, students, parents, and the Board of Education to define our mission, vision and beliefs to guide our work.

**Our Mission**

Empower each student to make responsible choices, meet challenges, achieve personal success, and contribute to a global society as they apply the New Jersey Core Curriculum Standards to become autonomous, lifelong learners who are literate problem solvers across all disciplines. This is accomplished through:

* *Offering diverse, challenging, effective and progressive programs in a safe, nurturing environment*
* *Providing optimal facilities and resources*
* *Mastering the skills and tools needed for success*
* *Facilitating an educational partnership with home, school and community*

**Our Beliefs**

Beliefs: We believe that our empowered learners:

* Participate in educational programs that are designed to meet the needs of learners while providing challenging activities in the context of real life situations
* Are aware of community issues and take part in activities to better their community
* Acquire basic skills in obtaining information, thinking critically, solving problems and communicating effectively
* Develop intellectual curiosity and the ability to access information as needed
* Become reflective learners who have an understanding of their own strengths and weaknesses
* Develop the aptitudes and skills to adjust to a changing world and an unpredictable future
* Are lifetime learners who value and accept learning as a continuing and dynamic process affecting all aspects of life
* Value the integrity of all individuals and recognize their own ability to progress academically, socially, and emotionally

**Our Vision**

The students of the Somers Point School District will demonstrate personal growth over time in relation to individualized goals aligned to the New Jersey Core Content Curriculum Standards. Achievement is evident when students:

* Take academic risks
* Transfer or extend content area knowledge
* Are intrinsically motivated life-long learners
* Are global learners who collaborate beyond the confines of the classroom or school
* Demonstrate social growth
* Are meta-cognitive thinkers
* Solve real-world problems

To foster student achievement Somers Point Educators:

* Promote student-centered learning
* Explicitly communicate the purpose of the lesson and how it fits into students’ broader learning
* Provide hands-on learning activities
* Encourage collaboration
* Cultivate a safe environment and a strong classroom community
* Differentiate instruction
* Know the content area, curriculum, and their students
* Integrate technology
* Uncover and capitalize on student interests
* Use assessment data to make instructional decisions
* Commit to life-long learning to improve their practice

**INTRODUCTION, PHILOSOPHY OF EDUCATION, AND EDUCATIONAL GOALS**

**Philosophy**

Somers Point Schools will help students understand their past and present to become responsible and productive citizens in a democratic society and a globally interdependent world. Through an integrated study of social studies, our mission is to provide learners with the knowledge, skills and attitudes they need to be active, informed citizens and contributing members of local, state and world communities.

**Educational Goals & Beliefs**

• All students learn through a variety of relevant experiences. Therefore, we will provide interactions that activate and build on prior knowledge and promote higher level thinking skills.

• Research shows active learning is essential. Therefore, we will provide students with a variety of active, student-centered, multisensory learning opportunities.

• Instruction should be relevant, meaningful, and based on student needs. Therefore, we will provide opportunities for students to make connections to their own lives using a variety of instructional strategies.

• The world is constantly changing. Therefore, we will provide the opportunities for students to understand that the present connects to the past and affects the future.

• We live in a culturally diverse, global society. Therefore, we will develop student understanding of diverse cultures that honors equality and human dignity.

• Assessment should be ongoing, diagnostic, and aligned with instruction. Therefore, we will provide multiple authentic assessment tools.

• The use of community resources is essential for effective instruction. Therefore, we will use the rich history and ethnic diversity of our community to enhance learning.

• Active and informed citizen participation is essential to democracy. Therefore, we will provide instruction and curriculum designed to develop students who will be informed, active problem solvers, and willing participants in the democratic process.

• Students are citizens of a connected, digital society. Therefore, they will utilize technology as a tool to solve problems and build relationships.

**New Jersey State Department of Education**

**Core Curriculum Content Standards**

**A note about Social Studies Standards and Cumulative Progress Indicators.**

**Social Studies Education in the 21st Century**

The digital age has transformed social studies education, allowing 21st-century learns to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

*Mission: Social studies education provides learners with the knowledge skills and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.*

More information about The NJ Core Curriculum Content Standards in Social Studies can be found here: <http://www.state.nj.us/education/cccs/standards/6/index.html>

**Grade 8 Social Studies**

**Scope and Sequence**

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|  | **Quarter I** |  |
| **Timeline** | **Big Idea**  | **Standards** |
| Week 1 | Road to Revolution | 6.1.8.B.3.a,d6.1.8.C.3.a6.1.8.D.3.a |
| Week 2 | The Revolution Begins | 6.1.8.A.3.a6.1.8.B.3.a,c,d6.1.8.D.3.b,c,d,e |
| Week 3 | The Revolution | 6.1.8.B.3.a,c,d6.1.8.D.3.b,c,d,e,f |
| Week 4 | Creating a New Nation | 6.1.8.A.3.d6.1.8.B.3.b6.1.8.C.3.b |
|  | **Quarter II** |  |
| **Timeline** | **Big Idea**  | **Standards** |
| Week 1 | The Constitution | 6.1.8.A.3.b,c,d,g6.1.8.D.3.g |
| Week 2 | The Constitution | 6.1.8.A.3.b,c,d,g6.1.8.D.3.g |
| Week 3 | Launching a New Republic | 6.1.8.A.3.e,f6.1.8.C.3.b6.1.8.D.3.c |
| Week 4 | The Jefferson Era | 6.1.8.A.4.a,b6.1.8.B.4.a,b |

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|  | **Quarter III** |  |
| **Timeline** | **Big Idea** *Topic* | **Standards** |
| Week 1 | National & Regional Growth | 6.1.8.C.4.b,c |
| Week 2 | The Age of Jackson | 6.1.8.A.4.c6.1.8.B.4.b6.1.8.C.4.a |
| Week 3 | Manifest Destiny | 6.1.8.A.4.a,b6.1.8.B.4.b |
| Week 4 | Reform & Change  | 6.1.8.D.4.b,c |
|  | **Quarter IV** |  |
| **Timeline** | **Big Idea** *Topic* | **Standards** |
| Week 1 | North & South - Sectionalism | 6.1.8.C.3.c6.1.8.D.4.a6.1.8.D.5.a |
| Week 2 | The Civil War Begins | 6.1.8.B.5.a6.1.8.D.5.c |
| Week 3 | The Civil War  | 6.1.8.A.5.a6.1.8.B.5.a6.1.8.D.5.b,c |
| Week 4 | Reconstruction | 6.1.8.A.5.b6.1.8.C.5.a,b6.1.8.5.D.d |

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| **Suggested days of Instruction -** Q1Week 1 | **Big Idea:**History, Culture, and Perspectives | **Topic:** Road to Revolution |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| **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.**6.1.8. B.3.d** Explain why New Jersey’s location played an integral role in the American Revolution.**6**.**1.8.C.3.a** Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.**6.1.8.D.3.a** Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution. **6-8.RH.1** Cite specific textual evidence to support analysis of primary and secondary sources.6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).6-8.RH.4Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.6-8.RH.9Analyze the relationship between a primary and secondary source on the same topic. | **Essential Questions:**1. What role did economics play in the American Revolution?2. How did the colonists respond to increased economic & legal pressure by the British?3. What efforts did the colonists make to avoid war?4. What impact did the Declaration of Independence have on the Revolutionary movement? | **Learning Activities:** a) Student brainstorm - taxesb) Group thinking - “defense attorneys,” followed by Student-led play on the *Boston Massacre*c) Students will read applicable passages from text and respond to *thinking questions*d) PowerPoint - 2nd Continental Congress e) Analyze four main sections of the Declaration of  Independence **Materials:**a) textbookb) Junior Scholastic Magazinec) primary source: Declaration of Independence**Assessment Models:**a) teacher observationb) testc) group-work rubric**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction -** Q1Week 2 | **Big Idea:**History, Culture, and Perspectives | **Topic: The Revolution Begins** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| **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.B.3.a** Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.**6.1.8.B.3.c** Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.**6.1.8.B.3.d** Explain why New Jersey’s location played an integral role in the American Revolution.**6.1.8.D.3.b** Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.**6.1.8.D.3.c** Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.**6.1.8.D.3.d** Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.**6.1.8.D.3.e** Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.**6-8.RH.4** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.**6-8.RH.5** Describe how a text presents information (e.g., sequentially, comparatively, causally).**6-8.RH.6** Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).**6-8.RH.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | **Essential Questions:**1. How were the colonists able to overcome their disadvantages?2. What factors led to colonists choosing sides?3. What role did alliances play in the Revolution? | **Learning Activities:****a)** Students will read applicable passages from text and respond to *“thinking questions*”b) Analysis of strengths & weaknesses - Venn Diagram**c)** Analysis of Revolutionary War battles in New Jersey - Various video segments & mapd) Various notes & PowerPoint presentationse) Students will read applicable passages from text and respond to *thinking questions*f) Interactive video - Battle of Saratogag) Group thinking - *Allies* h) Student - led play: Valley Forge\**Materials:** a) textbookb) Junior Scholastic Magazinec) primary source: “Letters from Valley Forge”**Assessment Models:**a) teacher observationb) testc) group-work rubric**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction:**Q1 Week 3 | Big Idea:History, Culture, and Perspectives | **Topic:** **The Revolution** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 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.6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.6.1.8.B.3.d Explain why New Jersey’s location played an integral role in the American Revolution.6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war. 6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America. [RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[CCSS.ELA-Literacy.RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[CCSS.ELA-Literacy.RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/) Describe how a text presents information (e.g., sequentially, comparatively, causally). | **Essential Questions:**1. How did the individual strategies/outcomes impact the war as a whole?2. How did the war impact the different groups of people in the United States?3. How did the American victory shape the legacy of North America?  | **Learning Activities:**a) Loyalist v. Patriot comparisonb) Analysis of American strategies - Guerrilla Warfare, privateers, etc.c) Students will read applicable passages from text and respond to *“thinking questions*”d) Various notes & PowerPoint presentationse) Students will read applicable passages from text and respond to *thinking questions*f) Essay - What if America had lost the War?**Materials:****a**) textbookb) primary source lettersc) spotlight videos**Assessment Models:**a) teacher observationb) testc) group-work rubricd) essay**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |
| **Suggested days of Instruction:**Q1Week 4 | Big Idea: History, Culture, and Perspectives | **Topic: Creating a New Nation** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the UNITED STATESConstitution in terms of the decision-making powers of national government.6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. 6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.[RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic. | **Essential Questions:****1.** How was the creation of the Constitution a lesson in trial & error?2. Why was our Nation’s first constitution unsustainable? | **Learning Activities:**a) Students will read applicable passages from text and respond to *“thinking questions*”b) Various notes & PowerPoint presentationsc) Analysis of Articles of Confederation - Why was it doomed for failure (Student skits).d) Student-led play: The Constitutional Conventione) Partner activity- Constitutional Convention reviewf) Analysis of debate & ratification: The Federalist papersg) Students will read applicable passages from text and respond to *thinking questions***Materials:** a) textbookb) primary source essaysc) spotlight videosd) Junior Scholastic Magazine**Assessment Models:**a) teacher observationb) testc) group-work rubricd) essay**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction:****Q 2 Week 1 - 2** | Big Idea: History, Culture, and Perspectives | **Topic: The Constitution** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 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.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/) Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | **Essential Questions:****1.** How was the creation of the Constitution a lesson in trial & error?2. In what ways did the Constitution impact the lives of all Americans? | **Learning Activities:**a) INS Immigration Test activityb) Group thinking: Ways to citizenship, rights & responsibilitiesc) Various primary source readings & notesd) 7 principles of constitution art assignmente) Congressional responsibilities scavenger huntf) How a bill becomes a law role-playg) You be a Congressman bill simulationh) Group thinking - Prezi. qualificationsi) Roles of the President laptop assignmentj) Supreme Court group activity - You be the Judgek) Partner federalism activityl) Bill of Rights partner activity - apply to real-life situations **Materials:**a)primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction:****Q 2****Week 3** | Big Idea: History, Culture, and Perspectives | **Topic: Launching a New Republic** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.A.3.e Determine why the Alien and Sedition Acts were enacted and whether they undermined civil liberties.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.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. [RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic. | **Essential Questions:****1.** In what ways did Washington’s actions set precedent for all future presidents that followed?2. How did the new government meet the challenges associated with uniting a country? | **Learning Activities:**a) Presentations: Comparing Washington to another President (kids choose presentation format).b) History of Washington D.C. - text & film segmentc) Essay: The Whiskey Rebellion - Was Washington right?d) Computer survey: Political parties - are you left or right?e) Students will read applicable passages from text and respond to *thinking questions***Materials:**a)primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction****Q 2****Week 4** | Big Idea: History, Culture, and Perspectives | **Topic: The Jefferson Era** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.3](http://www.corestandards.org/ELA-Literacy/RH/6-8/3/) Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | **Essential Questions:****1.** How did Jefferson meet the needs of an expanding nation?2. How did Jefferson’s foreign policy decisions shape our country’s future? | **Learning Activities:** a) Video spotlight & Geo-skills assn. on Louisiana Purchase b) Various notes & PowerPoint presentationsc) Students will read applicable passages from text and respond to *thinking questions*d) Student-led play: Lewis & Clarke) U.S. Map Projectf) Group Thinking Activity: Comparing Barbary Pirates to Modern-day (Somali) Piratesg) Unit RAFT activityh) Student-led play: War of 1812**Materials:**a)primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction:****Q 3****Week 1** | Big Idea: History, Culture, and Perspectives | **Topic:** **National & Regional Growth** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.C.4.b Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.[RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic. | **Essential Questions:****1.** How did the Industrial Revolution impact all Americans?2. How did sectional interests impact the nation as a whole? | **Learning Activities:**a)Presentations: Inventions (Students choose format)b) Various notes & PowerPoint presentationsc) Students will read applicable passages from text and respond to *thinking questions*d) Partner “thinking” activities: Industrial Revolution, travel, etc.e) Computer generated political cartoons - Industrial Revolutionf) YouTube Erie Canal song followed by laptop interactive Erie Canal g) Laptop activity - comparing 1st census to today’s census.**Materials:**a)primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) presentationsb) teacher observationc) testd) group-work rubrice) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction****Q 3****Week 2** | Big Idea:History, Culture, and Perspectives | **Topic: The Age of Jackson** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.6.1.8.C.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.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.[RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic. | **Essential Questions:****1.** How did Jackson’s philosophy of helping the “common man” impact the nation?2. How did Jackson’s policies impact Native Americans? | **Learning Activities:**a) Various notes & PowerPoint presentationsb) Students will read applicable passages from text and respond to *thinking questions*c)Group thinking assignment - money and bankingd) Student-led play: Trail of Tears**Materials:**a) primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction****Q 3****Week 3** | Big Idea: History, Culture, and Perspectives | **Topic: Manifest Destiny** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.[RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) Distinguish among fact, opinion, and reasoned judgment in a text.[RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic. | **Essential Questions:****1.** How did the principles of Manifest Destiny shape the face of North America? | **Learning Activities:**a) Computer Webquest: Oregon Trailb) Various notes & PowerPoint presentationsc) Movie: The Alamo w/ accompanying character development assignmentd) Analysis of primary source lettere) Partner assignment: Independence for Texasf) Students will read applicable passages from text and respond to *thinking questions***Materials:**a) primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction****Q 3****Week 4** | Big Idea: History, Culture, and Perspectives | **Topic: Reform & Change** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.D.4.b Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.[RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) Distinguish among fact, opinion, and reasoned judgment in a text.[RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic. | **Essential Questions:****1.** What role id abolitionists play in the 19th century?2. How does the work of early reformers impact the lives of Americans today? | **Learning Activities:**a) Various notes & PowerPoint presentationsb) Analysis of Education mini presentations - comparing 19th century to todayc)Laptop computer simulation - Underground Railroadd) Student-led play: Nat Turner’s Rebellione) Primary Source reading & analysis - The Seneca Falls Declarationf) Group Thinking assignment on the progress of the women’s rights movement. g) Students will read applicable passages from text and respond to *thinking questions* **Materials:**a)primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction****Q 4 Week 1** | Big Idea: History, Culture, and Perspectives | **Topic: North & South - Sectionalism** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.6.1.8.D.4.a Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.6](http://www.corestandards.org/ELA-Literacy/RH/6-8/6/) Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).[RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) Distinguish among fact, opinion, and reasoned judgment in a text.[RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic. | **Essential Questions:****1.** How did sectionalism contribute to the rising tensions between north and south?**2.** What impact did immigration have on the development of the Northern states? | **Learning Activities:**a)Various notes & PowerPoint presentationsb)Students will read applicable passages from text and respond to *thinking questions* c)Computer generated immigration political cartoonsd) Laptop hands-on Morse Code lesson.e) Group thinking: Labor Unions w/ follow-up brainstorm activity on effects on workplace todayf) EVAN: Birth of Labor Unions w/ accompanying assignment.g) Life in the South Artifact Projecth) Maya Angelou Slave Narrativesi) Teen Newsweek: Modern-Day Slavery**Materials:**a)primary sourcesb) textbookc) laptop softwared) various film segmentse) project**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activitiese) project rubric**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |
| **Suggested days of Instruction****Q 4 Week 2** | Big Idea: History, Culture, and Perspectives | **Topic: The Civil War Begins** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's) The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/) Describe how a text presents information (e.g., sequentially, comparatively, causally).[RH.6-8.8](http://www.corestandards.org/ELA-Literacy/RH/6-8/8/) Distinguish among fact, opinion, and reasoned judgment in a text.[RH.6-8.9](http://www.corestandards.org/ELA-Literacy/RH/6-8/9/) Analyze the relationship between a primary and secondary source on the same topic.6-8.RH.1.2.4.5.8.9 | **Essential Questions:**1. How did the North & South attempt to settle their differences in an effort to avoid war?2. What events led to the beginning of fighting? | **Learning Activities:**a)Various notes & PowerPoint presentationsb)Students will read applicable passages from text and respond to *thinking questions* c)Graphic organizer activity comparing the three pre-Civil War compromisesd)Dred Scott Supreme Court role-playe) Video Spotlights & Maps in Motion**Materials:****a)** primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction:****Q 4****Week 3** | **Big Idea:** History, Culture, and Perspectives | **Topic: The Civil War** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's)****The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.6.1.8.B.5.a Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the outcome of the war.6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.5](http://www.corestandards.org/ELA-Literacy/RH/6-8/5/) Describe how a text presents information (e.g., sequentially, comparatively, causally).[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | **Essential Questions:****1.** What impact did the Emancipation Proclamation have on the country and the War itself?2. What events led to an eventual Union victory? | **Learning Activities:**a)Various notes & PowerPoint presentationsb)Students will read applicable passages from text and respond to *thinking questions* c) Civil War era U.S. Map assignmentd) Student-led play: Battle of Antietame) Primary Source reading/analysis: The Emancipation Proclamationf) Civil War art gallery exhibition w/ Civil War-era musicg) Student-led play: The Battle of Gettysburgh) Primary Source reading/analysis: The Gettysburg Address**Materials:****a)** primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |

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| **Suggested days of Instruction:****Q 4 Week 4** | **Big Idea:**History, Culture, and Perspectives | **Topic: Reconstruction** |
| **Objectives / Cluster Concepts /****Cumulative Progress Indicators (CPI's) The student will be able to:** | **Essential Questions, Enduring Understandings** | **Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model** |
| 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives. 6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.[RH.6-8.1](http://www.corestandards.org/ELA-Literacy/RH/6-8/1/) Cite specific textual evidence to support analysis of primary and secondary sources.[.RH.6-8.2](http://www.corestandards.org/ELA-Literacy/RH/6-8/2/) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.[RH.6-8.4](http://www.corestandards.org/ELA-Literacy/RH/6-8/4/) Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.[RH.6-8.7](http://www.corestandards.org/ELA-Literacy/RH/6-8/7/) Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | **Essential Questions:****1.** What role did the federal, state & local governments play during the era of Reconstruction? | **Learning Activities:****a)** Venn diagram comparing the Reconstruction plans of Lincoln, Johnson and the Radical Republicans in Congress.b) Reconstruction Amendments Project: Analyze amendments & describe impact on our country today. **Materials:****a)** primary sourcesb) textbookc) laptop softwared) various film segments**Assessment Models:**a) teacher observationb) testc) group-work rubricd) partner activities**Differentiation:**a) various graphic organizersb) collaborative group work varies by topic |