

PITTSGROVE TOWNSHIP SCHOOL DISTRICT



Course Name: Social Studies 8	Grade Level(s): 8
Department: Social Studies	Credits:
BOE Adoption Date: September 17, 2020; September 15, 2022	Revision Date(s): August 2020; August 2022

Course Description

The eighth grade course covers American history from directly after the Revolutionary War through to the end of Reconstruction. Historical content focuses on the political, economic, and social events and issues related to the revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students will describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. They will analyze the various economic factors that influenced the development of the North and the South, examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights reflected in the U.S. Constitution and other historical documents. Students will explore and evaluate the impact of Supreme Court cases and major reform movements of the 19th century; as well as evaluate the impact of technological innovations on the development of the United States. Throughout the course students will use critical-thinking skills, including identifying bias in writing, analyzing primary sources, oral, and visual material.

Mission Statement

The Pittsgrove Township School District believes in growing all learners to thrive. The district offers an intellectually rigorous, dynamic curriculum aligned to state and national standards coupled with research-based practices in classrooms. The Pittsgrove Township School District strives to highlight critical thinking, problem-solving, intercultural literacy, digital literacy, collaboration, innovation, and a growth mindset as part of the instructional core of learning. The district provides high quality resources to provide young people the knowledge they need to approach the future as leaders and learners.

Curriculum & Instruction Goals

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum PreK-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both a *pacing guide* and *curriculum units* . The pacing guide serves to communicate an estimated timeframe as to *when* critical knowledge and skills will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, objectives, instructional strategies, resources, and assessments.

NJ Administrative Code and Statutes Key
^=Amistad Law O=Diversity & Inclusion Law <>=Holocaust =LGBT and Disabilities Law *=AAPI (Asian American and Pacific Islanders) \$=Financial Literacy Use this key to understand where the NJ mandates are being implemented in the K-12 curriculum units.

Pacing Guide

Course Title: Social Studies 8

Prerequisite(s): Social Studies 7

Unit Title	Duration/ Month(s)	Related Standards	Learning Goals	Critical Knowledge and Skills
<p>U1: Civics: Foundations of Government</p>	<p>5 weeks</p>	<p>Subject Related: 6.3.8.CivicsPI.1 6.3.8.CivicsPI.2 6.3.8.CivicsPI.3 6.3.8.CivicsPD.3 6.3.8.CivicsPR.1 6.3.8.CivicsPR.2 6.3.8.CivicsHR.1</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5</p> <p>Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1</p>	<p>Students will be able to:</p> <p>Identify the basic ideas on government from Thomas Hobbes and John Locke.</p> <p>Define the terms: state of nature, natural rights, sovereign.</p> <p>Trace the development of the idea of the social contract from Hobbes and Locke.</p> <p>Identify and describe the four features of a state.</p> <p>List the four roles of government.</p> <p>Apply the features and roles of a state by creating a profile of a new, fictional sovereign state and deciding on its priorities.</p> <p>Identify major forms of government (autocracy, monarchy, dictatorship, representative and direct democracy, oligarchy, theocracy, anarchy)</p>	<p>Political and civil institutions impact all aspects of people’s lives.</p> <p>Governments have different structures which impact development (expansion) and civic participation.</p> <p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p> <p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p> <p>Fundamental rights are derived from the inherent worth of [every] each</p>

			<p>Compare and contrast the major features of different types of government.</p> <p>Identify political institutions and principles in ancient Athenian democracy.</p> <p>Explain the organization of Athenian democracy and the importance of citizenship.</p> <p>Describe five limits on government: constitution, separation of powers, rule of law, consent of the governed, and rights of the minority.</p> <p>Explain how the rule of law protects individual rights and preserves the common good.</p> <p>Recognize the influence of the rule of law on the development of the American legal, political, and governmental systems.</p> <p>Analyze the necessity of establishing and enforcing the rule of law.</p> <p>Examine how the rule of law affects everyday life.</p> <p>Identify the effect of Marbury v. Madison and its relationship to the rule of law.</p>	<p>individual[, which] and include civil, political, social, economic, and cultural rights.</p>
U2: Civics: Road to the Constitution	5 weeks	Subject Related: 6.1.8.CivicsPI.3.a	Students will be able to: Explain the three main reasons behind	Political and civil institutions impact all aspects of people’s lives.

		<p>6.1.8.CivicsPI.3.b 6.1.8.CivicsDP.3.a 6.1.8.CivicsHR.3.a: 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c 6.1.8.HistoryCC.3.c 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5</p> <p>Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1</p>	<p>European exploration/colonization in North America:economics, religion, and glory.</p> <p>Explain the impact of European colonization on Native Americans.</p> <p>Describe the source of labor for the development of the colonial settlements.</p> <p>Analyze a map of the triangle trade route.</p> <p>Trace the impact of the following documents on the colonists’ views of government: Magna Carta English Bill of Rights Mayflower Compact Cato’s Letters Thomas Paine’s Common Sense</p> <p>Describe how British policies and responses to colonial concerns led to the writing of the Declaration of Independence.</p> <p>Analyze the ideas (natural rights, role of the government) and complaints set forth in the Declaration of Independence.</p> <p>Analyze the impact of the Stamp Act, Declaratory Act, Townshend Revenue Act, Quartering Act, and Intolerable Acts. Outline the Declaration of Independence and its parts.</p>	<p>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.</p> <p>Fundamental rights are derived from the inherent worth of [every] each individual[, which] and include civil, political, social, economic, and cultural rights.</p> <p>Human rights can be protected or abused in various societies. Social and political systems have protected and denied human rights (to varying degrees) throughout time.</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p> <p>Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.</p> <p>Historical contexts and events shaped and continue to shape people’s perspectives</p>
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			<p>Evaluate the colonists' reaction to the Stamp Act using primary sources.</p> <p>Describe how the weaknesses of the Articles of Confederation</p> <p>Identify the Northwest Territory as part of new territory the U.S. acquired from Great Britain as part of the Treaty of Paris in 1783.</p> <p>Describe the role of the Land Ordinance of 1785 and the Northwest Ordinance in incorporating the Northwest Territory into the United States.</p> <p>Use maps to depict the new territory's incorporation.</p> <p>Explain the tension between U.S. and Native American interests in the territory, including U.S. policy toward native tribes.</p> <p>Distinguish incorporation of the Northwest Territory as an accomplishment of the U.S. government under the Articles of Confederation.</p> <p>Compare different states' needs and interests. Compare the Virginia Plan with the New Jersey Plan.</p> <p>Compare the Articles of Confederation with the Constitution.</p> <p>Identify cause/effect relationships in the</p>	
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			creation of America's government.	
U3: Civics: The Constitution	10 weeks	<p>Subject Related: 6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.1.8.CivicsPD.3.a 6.1.8.CivicsDP.3 6.3.8.CivicsPI.2 6.3.8.CivicsPR.2 6.3.8.CivicsPR.1</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5</p> <p>Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1</p>	<p>Students will be able to.... Explain the structure, function, and powers of the U.S. government as established in the Constitution.</p> <p>Identify the roles of the three branches of government.</p> <p>Describe the constitutional amendment process.</p> <p>Interpret the intentions of the Preamble of the Constitution.</p> <p>Describe the circumstances and debate that led to the Bill of Rights.</p> <p>Compare and contrast the positions of the Federalists and Anti-Federalists as to the Bill of Rights.</p> <p>Identify the rights granted by the Bill of Rights and key later amendments.</p> <p>Categorize rights in the Bill of Rights as individual freedoms, protection from</p>	<p>Political and civil institutions impact all aspects of people’s lives.</p> <p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p> <p>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.</p> <p>Governments have different structures which impact development (expansion) and civic participation.</p> <p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>

			<p>government power, or rights of the accused.</p> <p>Predict what might happen if key rights were missing from the Constitution.</p> <p>Identify key rights granted by the Bill of Rights and the 13th, 14th, 15th, 19th, and 26th Amendments</p> <p>Recall the specific amendment that guarantees a particular right</p> <p>Simulate the roles of each of the three branches of government.</p> <p>Identify the main role and function of each of the three branches.</p> <p>Compare the simulation to a real-life example of a bill that became law.</p> <p>Compare and contrast the simulation activity to the real-life interaction of the three branches.</p> <p>Define federalism and explain the division of power between states and the federal government.</p> <p>Identify expressed, implied, reserved, and concurrent powers.</p>	
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			<p>Explain the significance of the Supremacy Clause and the Necessary and Proper Clause.</p> <p>Describe the ongoing tension between federal and state power.</p> <p>Compare and contrast federal, confederal, and unitary forms of government.</p> <p>Identify the strengths and weaknesses of federalism.</p>	
<p>U4: Civics: State and Local Governments</p>	<p>8 weeks</p>	<p>Subject Related: 6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.1.8.CivicsPD.3.a 6.3.8.CivicsPI.2 6.3.8.CivicsPR.1 6.3.8.CivicsPR.2</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5</p> <p>Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1</p>	<p>Students will be able to ...</p> <p>Identify counties as an extension of state government.</p> <p>Define Dillon’s Rule and Home Rule.</p> <p>Identify the organizational structures and duties of county government, including the names and functions of county officials.</p> <p>Identify the types of services counties provide.</p> <p>Compare counties’ revenue sources.</p> <p>Identify the effect of unfunded mandates on counties.</p>	<p>Political and civil institutions impact all aspects of people’s lives.</p> <p>Governments have different structures which impact development (expansion) and civic participation.</p> <p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p> <p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under</p>

			<p>Explain the general differences between the U.S. Constitution and state constitutions.</p> <p>Identify how state constitutions might guarantee more or broader rights than the U.S. Constitution using the Florida Constitution as an example.</p> <p>Analyze the differences between amending the U.S. Constitution and amending state constitutions, using the Constitution of Virginia as an example.</p> <p>Compare the constitution of their own state with the U.S. Constitution.</p> <p>Describe the structure, powers, and authority of the state executive branch.</p> <p>Identify the source of a governor's power.</p> <p>Decide which of a governor's powers is best used in specific situations.</p> <p>Describe how a governor can use executive power to maintain order and safety in the state.</p> <p>Evaluate the role of the state government in issues related to public safety and maintaining order.</p>	<p>the law and of opportunity, justice, and property rights.</p> <p>Fundamental rights are derived from the inherent worth of [every] each individual[, which] and include civil, political, social, economic, and cultural rights.</p> <p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>
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			<p>Describe the essential characteristics of state government.</p> <p>Identify the purpose of a state's constitution.</p> <p>Explain the impact of state agencies on citizens' lives and property.</p> <p>Identify the role of initiatives and referenda in the state lawmaking process.</p> <p>Describe the role of state governments in providing services and regulating activity.</p>	
Unit 5: A Growing Nation	6 weeks	<p>Subject Related: 6.1.8.HistoryCC.5.a 6.1.8.HistoryCC5.b 6.1.8.HistoryCC.5.c 6.1.8.HistoryUP.5.a 6.1.8.HistoryUP.5.b 6.1.8.HistpryUP.5.c 6.1.8.HistoryCC.5.d 6.1.8.HistoryCC.5.e 6.1.8.HistoryCC.5.f 6.1.8.HistoryCC.5.g</p> <p>Interdisciplinary: Career Ready Practices: CRP4, CRP5</p>	<p>Students will be able to....</p> <p>Explain the changes that the Industrial Revolution brought to American life</p> <p>Understand how new inventions, improvements in transportation, and immigration changed the North</p> <p>Explain the significance of cotton and the cotton gin and how they shaped life in the south</p> <p>Understand the plight of African Americans</p> <p>Understand the impact of the Erie Canal</p> <p>Discuss the debate over slavery and the</p>	<p>Explain why the conflict arose over the issue of slavery in the territories after the Mexican American War.</p> <p>Summarize the main points of the Compromise of 1850.</p> <p>Explain how the Kansas-Nebraska Act reopened the issue of slavery in the territories.</p> <p>Explain why the Republican Party came into being in the 1850's</p> <p>Describe the results of the election of 1860.</p>

		<p>Technology: 8.1.8.D.2, 8.1.8.D.4, 8.1.8.E.1</p>	<p>Missouri Compromise</p> <p>Identify the territorial expansion of the U.S. and the challenges expansion associated with it</p>	<p>Explain why Southern states seceded from the Union.</p> <p>Summarize the events that led to the outbreak of the Civil War. Identify the states that supported the Union, the states that seceded, and the states whose loyalties were divided.</p> <p>Explain how new weapons made fighting the war more dangerous.</p> <p>Describe the early days of the war in the east, west, and at sea.</p> <p>Explain why Lincoln issued the Emancipation Proclamation.</p> <p>Explain how opposition to the war caused problems on both sides.</p> <p>Describe the economic hardships the war caused the North and South.</p> <p>Describe the contributions of women and African Americans to the war effort.</p> <p>Explain the plans for reconstruction in the South.</p> <p>Explain how Lincoln's assassination</p>
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				<p>affected the plans for Reconstruction.</p> <p>Describe how the Ku Klux Klan and other secret societies tried to prevent African Americans from exercising their rights.</p> <p>Explain how reconstruction came to an end.</p>
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Instructional Unit Map			
Course Title: Social Studies Grade 8			
Unit Title	1: Civics (Foundations of Government)	Length of Unit:	5 weeks
Content Standards What do we want them to know, understand, & do?	Power: (Primary) 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government	Learning Goals	<p>Students will be able to:</p> <p>Identify the basic ideas on government from Thomas Hobbes and John Locke.</p> <p>Define the terms: state of nature, natural rights, sovereign.</p>

	<p>should serve.</p> <p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals [to be] are informed by facts, aware of diverse viewpoints, and willing to take action on</p>		<p>Trace the development of the idea of the social contract from Hobbes and Locke.</p> <p>Identify and describe the four features of a state.</p> <p>List the four roles of government.</p> <p>Apply the features and roles of a state by creating a profile of a new, fictional sovereign state and deciding on its priorities.</p> <p>Identify major forms of government (autocracy, monarchy, dictatorship, representative and direct democracy, oligarchy, theocracy, anarchy)</p> <p>Compare and contrast the major features of different types of government.</p> <p>Identify political institutions and principles in ancient Athenian democracy.</p> <p>Explain the organization of Athenian democracy and the importance of citizenship.</p> <p>Describe five limits on government: constitution, separation of powers, rule of law, consent of the governed, and rights of the minority.</p> <p>Explain how the rule of law protects individual rights and preserves the common good.</p> <p>Recognize the influence of the rule of law on the development of the American legal, political, and governmental systems.</p>
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	<p>public issues.</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.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</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</p>		<p>Analyze the necessity of establishing and enforcing the rule of law.</p> <p>Examine how the rule of law affects everyday life.</p> <p>Identify the effect of Marbury v. Madison and its relationship to the rule of law.</p>
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Unit Pre-Assessment(s) What do they already know?	<ul style="list-style-type: none"> ● KWL ● Activity and Cooperative Group Discussion 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct Instruction ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 			
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners Special Education Learners Struggling Learners Advanced Learners			
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Independent Study topics and exploration ● Tiered texts/companion pieces

	<ul style="list-style-type: none"> ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 		
<p>Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)</p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	
	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources 	<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 		

	<ul style="list-style-type: none"> ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
<p>Vocabulary Highlight key vocabulary (both Tier II and Tier III words)</p>	<p>Tier II: state of nature, social contract, sovereign, tabula rosa, natural rights, state, territory, sovereignty, government, autocracy, monarchy, dictatorship, democracy, representative democracy, direct democracy, oligarchy, junta, theocracy, anarchy, constitutions, civic participation, voting rights, assembly, legislative body, rule of law, trial by jury, separation of powers, consent of the governed, rights of the minority,</p> <p>Tier III:</p>	
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	

<p>Interdisciplinary Connections</p> <p>NJ Student Learning Standards</p>	<p>Career Ready Practices:</p> <p>CRP4- Communicate clearly and effectively and with reason.</p> <p>CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: (https://www.state.nj.us/education/cccs/2020/) pg.49-52</p> <p>8.1.8.D.2- Demonstrate the application of appropriate citations to digital content.</p> <p>8.1.8.D.4- Assess the credibility and accuracy of digital content.</p> <p>8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and</p>
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	<p>collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>21st Century Themes/Skills</p> <p>P21 Framework</p>	<p>Themes Skills</p>	
	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
<p>Resources/Materials</p>	<p>Prentice Hall: America History of Our Nation: Beginnings through 1877 ^O<>+</p> <p>iCivics ^O<>+</p>	

Instructional Unit Map

Course Title: Social Studies Grade 8				
Unit Title	2: Civics (Road to the Constitution)		Length of Unit:	5 Weeks
<p>Content Standards</p> <p>What do we want them to know, understand, & do?</p>	<p>Power: (Primary)</p> <p>6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p> <p>• 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows</p>	<p>Learning Goals</p>	<p>Students will be able to:</p> <p>Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</p> <p>Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.</p> <p>Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.</p> <p>Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.</p>	

	<p>for growth and change over time.</p> <p>6.1.8.CivicsDP.3.a:Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).</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>		
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	<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> <p>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.</p> <p>6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.</p>		
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	<p>6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.</p>					
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. Were the ideals found in the Declaration of Independence fulfilled for women, African Americans, and Native Americans during this time period. 2. What impact did early acts by the government impact individuals' civil liberties? 3. What were the policies of the early government in dealing with inflation and debt? 4. How did the leadership of George Washington during the American Revolution and as president allow for the establishment of American democracy. 5. What impact did treaties, tariffs and other policies change America's relationship with other nations? 6. How did political parties form? 					
<p>Assessments How will we know they have gained the knowledge & skills?</p>	<table border="1" style="width:100%; background-color: black; color: white;"> <thead> <tr> <th style="width:33%;">Formative</th> <th style="width:33%;">Summative</th> <th style="width:33%;">Alternative</th> </tr> </thead> </table>			Formative	Summative	Alternative
Formative	Summative	Alternative				
	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions 			

	<ul style="list-style-type: none"> ● Discussion questions 			
Unit Pre-Assessment(s) What do they already know?	<ul style="list-style-type: none"> ● KWL ● Activity and Cooperative Group Discussion 			
Instructional Strategies/Student Activities	<ul style="list-style-type: none"> ● Direct Instruction ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 			
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read the directions aloud 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts 	<ul style="list-style-type: none"> ● Independent Study topics and exploration ● Tiered texts/companion pieces

	<ul style="list-style-type: none"> ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Choice of writing topics 	
<p>Differentiated Instructional Methods: (Multiple means for students to access content)</p>	<p>Access (Resources and/or Process)</p>		<p>Expression (Products and/or Performance)</p>	

<p>and multiple modes for student to express understanding)</p>	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu
<p>Vocabulary</p>	<p>Tier II: indentured servant, Magna Carta, Mayflower Compact, English Bill of Rights, Cato’s Letters, charter, Parliament, compact, Stamp Act, Declaratory Act, Townshend Revenue Act, Quartering Act, Declaration of Independence, Intolerable Acts, confederation, Articles of Confederation, Constitutional Convention,</p>	

<p>Highlight key vocabulary (both Tier II and Tier III words)</p>	<p>Constitution, Virginia Plan, New Jersey Plan, cede, incorporated, Land Ordinance of 1785, Northwest Ordinance, settlers</p> <p>Tier III:</p>
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom.
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 8.1.8.D.2- Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4- Assess the credibility and accuracy of digital content. 8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>

	<p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p>	<p style="text-align: center;">Skills</p>
	<ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Media literacy ● Information literacy ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills

Resources/Materials	Prentice Hall: America History of Our Nation: Beginnings through 1877 ^O<>+ iCivics ^O<>+
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Instructional Unit Map				
Course Title: Social Studies Grade 8				
Unit Title	3: Civics (The Constitution)		Length of Unit:	10 weeks
Content Standards What do we want them to know, understand, & do?	<p>Power: (Primary)</p> <p>6.1.8.CivicsPI.3.a: Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.</p> <p>6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in</p>	Learning Goals	<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Explain the structure, function, and powers of the U.S. government as established in the Constitution. 2. Identify the roles of the three branches of government. 3. Describe the constitutional amendment process. 4. Interpret the intentions of the Preamble of the Constitution. 5. Describe the circumstances and debate that led to the Bill of Rights. 6. Compare and contrast the positions of the Federalists and Anti-Federalists as to the Bill of Rights. 7. Identify the rights granted by the Bill of Rights and key later amendments. 8. Categorize rights in the Bill of Rights as individual freedoms, protection from government power, or rights of the accused. 9. Predict what might happen if key rights were missing from the Constitution. 10. Identify key rights granted by the Bill of Rights and the 13th, 14th, 15th, 19th, and 26th Amendments 11. Recall the specific amendment that guarantees a 	

	<p>establishing a federal government that allows for growth and change over time.</p> <p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p>		<p>particular right</p> <ol style="list-style-type: none"> 12. Simulate the roles of each of the three branches of government. 13. Identify the main role and function of each of the three branches. 14. Compare the simulation to a real-life example of a bill that became law. 15. Compare and contrast the simulation activity to the real-life interaction of the three branches. 16. Define federalism and explain the division of power between states and the federal government. 17. Identify expressed, implied, reserved, and concurrent powers. 18. Explain the significance of the Supremacy Clause and the Necessary and Proper Clause. 19. Describe the ongoing tension between federal and state power. 20. Compare and contrast federal, confederal, and unitary forms of government. 21. Identify the strengths and weaknesses of federalism.
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	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</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>Secondary: NJSLs RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p>		
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	<p>NJSLS 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.</p> <p>NJSLS RH.6-8.6- Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>NJSLS RH.6-8.9- Analyze the relationship between a primary and secondary source on the same topic.</p>		
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. How does the Constitution create a government for America? 2. What rights are guaranteed to us by the U.S. Constitution? 3. Where does the government get its power? 4. How does the Legislative Branch work? 5. Why do we have both a House of Representatives and a Senate? 6. What factors do members of Congress consider when deciding whether to vote for a bill? 7. How did early U.S. presidents help establish the new nation? 8. What are the powers and responsibilities of the President? 9. Is there more to the Executive Branch than the president? 10. What are the basics of our Judicial System? 11. Where do laws come from? 		

12. Why does the Supreme Court get to decide what is constitutional?			
Assessments	Formative	Summative	Alternative
How will we know they have gained the knowledge & skills?	<ul style="list-style-type: none"> • Common Summative Assessment • Chapter test • Entrance tickets • Exit tickets • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions 	<ul style="list-style-type: none"> • Common Summative Assessment • Quizzes • Summary writing • Discussion Questions 	<ul style="list-style-type: none"> • Additional time • Study guides • Clarify test directions
Unit Pre-Assessment(s) What do they already know?	<ul style="list-style-type: none"> • KWL • Activity and Cooperative Group Discussion 		
Instructional Strategies/Student Activities	Direct Instruction <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice 		

Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners
	<ul style="list-style-type: none"> ● Translate directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Clarify directions ● Multiple choice format ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts 	<ul style="list-style-type: none"> ● Additional time ● Clarify directions ● Study guides ● Rest breaks ● Highlight key words ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Independent Study topics and exploration ● Tiered texts/companion pieces

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<p>Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)</p>	<p>Access (Resources and/or Process)</p> <ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences 		<p>Expression (Products and/or Performance)</p> <ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 		

	<ul style="list-style-type: none"> ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier II: self-government, amendment, federalism, Bill of Rights, Anti-Federalist, Federalist, amendments, federal government, federalism, reserved, concurrent powers, supremacy clause, expressed powers, implied powers, Necessary and Proper Clause, separation of powers, checks and balances	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 8.1.8.D.2- Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4- Assess the credibility and accuracy of digital content. 8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually</p>	

	<p>and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Media literacy ● Information literacy

	<ul style="list-style-type: none"> ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	Prentice Hall: America History of Our Nation: Beginnings through 1877 iCivics	

Instructional Unit Map			
Course Title: Social Studies Grade 8			
Unit Title	4: Civics (States and Local Governments)	Length of Unit:	8 weeks
Content Standards What do we want them to know, understand, & do?	Power: (Primary) 6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change	Learning Goals	Students will be able to: Identify counties as an extension of state government. Define Dillon’s Rule and Home Rule. Identify the organizational structures and duties of county government, including the names and functions of county officials. Identify the types of services counties provide. Compare counties’ revenue sources.

	<p>over time.</p> <p>6.1.8.CivicsPD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.</p> <p>6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.</p> <p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPR.1: Analyze</p>		<p>Identify the effect of unfunded mandates on counties.</p> <p>Explain the general differences between the U.S. Constitution and state constitutions.</p> <p>Identify how state constitutions might guarantee more or broader rights than the U.S. Constitution using the Florida Constitution as an example.</p> <p>Analyze the differences between amending the U.S. Constitution and amending state constitutions, using the Constitution of Virginia as an example.</p> <p>Compare the constitution of their own state with the U.S. Constitution.</p> <p>Describe the structure, powers, and authority of the state executive branch.</p> <p>Identify the source of a governor’s power.</p> <p>Decide which of a governor’s powers is best used in specific situations.</p> <p>Describe how a governor can use executive power to maintain order and safety in the state.</p> <p>Evaluate the role of the state government in issues related to public safety and maintaining order.</p>
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	<p>primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</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>Secondary: NJSLS RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p>		<p>Describe the essential characteristics of state government.</p> <p>Identify the purpose of a state's constitution.</p> <p>Explain the impact of state agencies on citizens' lives and property.</p> <p>Identify the role of initiatives and referenda in the state lawmaking process.</p> <p>Describe the role of state governments in providing services and regulating activity.</p>
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	<p>NJSLS 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. NJSLS</p> <p>RH.6-8.6- Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>NJSLS RH.6-8.9- Analyze the relationship between a primary and secondary source on the same topic. NJSLS</p>		
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What are the chief similarities and differences between state and national constitutions? 2. How are powers split between the state and federal government? 3. What power does a county government have and where do they come from? 4. What exactly are state governments responsible for? 5. What powers do state governors have, and how do they use them to make their state better? 		
<p>Assessments How will we know they have gained the knowledge & skills?</p>	<p>Formative</p>	<p>Summative</p>	<p>Alternative</p>

	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets ● Quizzes ● Summary writing ● Descriptive writing ● Graphic organizers ● Discussion questions 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions 	
Unit Pre-Assessment(s) What do they already know?	<ul style="list-style-type: none"> ● KWL ● Activity and Cooperative Group Discussion 			
Instructional Strategies/Student Activities	<p>Direct Instruction</p> <ul style="list-style-type: none"> ● Guided Practice ● Cooperative learning (group work) ● Modeling ● Learning Centers ● Note-taking sheet ● Turn and talk/ Think-pair-share ● Student choice 			
Instructional/Assessment Scaffolds (Modifications /Accommodations) –	English Language Learners	Special Education Learners	Struggling Learners	Advanced Learners

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<p>Differentiated Instructional Methods: (Multiple means for students to access content and multiple modes for student to express understanding)</p>	<p>Access (Resources and/or Process)</p> <ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences 		<p>Expression (Products and/or Performance)</p> <ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu 	

	<ul style="list-style-type: none"> ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	
Vocabulary Highlight key vocabulary (both Tier II and Tier III words)	Tier II: state, United States, concurrent powers, bicameral, districts, legislatures, governor, departments, superior court, state constitution, initiative, referendum, infrastructure, grants, regulating, executive order, county, property taxes, sales tax, fees, unfunded mandates, Dillon’s Rule, Home Rule	
Integration of Technology SAMR	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom. 	
Interdisciplinary Connections NJ Student Learning Standards	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 8.1.8.D.2- Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4- Assess the credibility and accuracy of digital content. 8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually</p>	

	<p>and quantitatively, as well as in words.</p> <p>NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge</p> <p>NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	
<p>21st Century Themes/Skills P21 Framework</p>	<p style="text-align: center;">Themes</p> <ul style="list-style-type: none"> ● Global Awareness ● Financial, Economic, Business, & Entrepreneurial Media Literacy 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> ● Media literacy ● Information literacy

	<ul style="list-style-type: none"> ● Critical Thinking and Problem Solving ● Life and Career Skills ● Information & Communication Technologies ● Communication & Collaboration ● Information Literacy 	<ul style="list-style-type: none"> ● Critical thinking ● Collaboration ● Communication ● Social & cross cultural skills
Resources/Materials	Prentice Hall: America History of Our Nation: Beginnings through 1877 iCivics	

Instructional Unit Map			
Course Title: Social Studies Grade 8			
Unit Title	5: A Growing Nation	Length of Unit:	6 weeks
Content Standards What do we want them to know, understand, & do?	Power: (Primary) 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	Learning Goals	Prioritize the causes and events that led to the Civil War from different perspectives. Analyze critical events and battles of the Civil War from different perspectives. Assess the human and material costs of the Civil War in the North and South. Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. Examine the roles of women, African Americans, and Native

	<p>costs of the Civil War in the North and South.</p> <p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>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).</p> <p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress</p>		<p>Americans in the Civil War.</p> <p>Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>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).</p> <p>Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.</p>
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	<p>and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>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.</p> <p>Secondary: NJSLs RH.6-8.1- Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>NJSLs 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</p>		
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	<p>knowledge or opinions. NJSLs</p> <p>RH.6-8.6- Identify aspects of a text that reveal an author’s point of view or purpose.</p> <p>NJSLs RH.6-8.9- Analyze the relationship between a primary and secondary source on the same topic. NJSLs</p>									
<p>Essential Questions</p>	<ol style="list-style-type: none"> 1. What are the opportunities and challenges associated with territory expansion? 2. What is the idea of “Manifest Destiny” and how did it affect various populations in the U.S.? 3. How and when did we get the present-day border with Canada? 4. How did the state of Texas come to be? 5. How did the Mexican-American war begin and what was the outcome? 6. What impact did slavery have on the nation and the people it impacted? 7. How did the attempted balance between free and slave states precipitate the Civil War? 8. Why was the United States torn apart by the Civil War and how did the aftermath , along with new amendments to the Constitution, change the nation? 									
<p>Assessments</p> <p>How will we know they have gained the knowledge & skills?</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: black; color: white;"> <th data-bbox="575 1071 995 1149">Formative</th> <th data-bbox="995 1071 1522 1149">Summative</th> <th data-bbox="1522 1071 1934 1149">Alternative</th> </tr> </thead> <tbody> <tr> <td data-bbox="575 1149 995 1380"> <ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets </td> <td data-bbox="995 1149 1522 1380"> <ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions </td> <td data-bbox="1522 1149 1934 1380"> <ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions </td> </tr> </tbody> </table>				Formative	Summative	Alternative	<ul style="list-style-type: none"> ● Common Summative Assessment ● Chapter test ● Entrance tickets ● Exit tickets 	<ul style="list-style-type: none"> ● Common Summative Assessment ● Quizzes ● Summary writing ● Discussion Questions 	<ul style="list-style-type: none"> ● Additional time ● Study guides ● Clarify test directions
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	<ul style="list-style-type: none"> • Quizzes • Summary writing • Descriptive writing • Graphic organizers • Discussion questions 		
Unit Pre-Assessment(s) What do they already know?	<ul style="list-style-type: none"> • KWL • Activity and Cooperative Group Discussion 		
Instructional Strategies/Student Activities	<p>Direct Instruction</p> <ul style="list-style-type: none"> • Guided Practice • Cooperative learning (group work) • Modeling • Learning Centers • Note-taking sheet • Turn and talk/ Think-pair-share • Student choice 		
Instructional/Assessment Scaffolds (Modifications /Accommodations) – planned for prior to instruction	English Language Learners	Special Education Learners	Struggling Learners
	<ul style="list-style-type: none"> • Translate directions • Multiple choice format • Read the directions aloud 	<ul style="list-style-type: none"> • Clarify directions • Multiple choice format 	<ul style="list-style-type: none"> • Additional time • Clarify directions • Study guides • Rest breaks • Highlight key words

	<ul style="list-style-type: none"> ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Read the directions aloud ● Highlight/underline key words ● Peer tutor ● Preferential seating ● Simplify directions ● Oral testing ● Short answer responses ● Enhanced directions ● Leveled texts ● Choice of writing topics ● Choice of test format ● Shorten homework 	<ul style="list-style-type: none"> ● Chunk long-term assignments ● Pace long-term projects ● Leveled texts ● Choice of writing topics 	<ul style="list-style-type: none"> ● Tiered texts/companion pieces
Differentiated Instructional	Access (Resources and/or Process)		Expression (Products and/or Performance)	

<p>Methods: (Multiple means for students to access content and multiple modes for student to express understanding)</p>	<ul style="list-style-type: none"> ● Graphic organizers- Chunking content into digestible bites ● Primary source reading- Analysis of primary source documents ● Secondary source reading- Analysis of scholarly secondary sources ● Think, Pair, Share- Collaborative, student-centered discussion ● Entrance tickets- Informal formative assessment ● Exit tickets- Informal formative assessment ● Modeling- demonstration of skills for students to practice (critical, chronological, spatial thinking) ● Setting goals- providing and tracking clear and measurable goals ● Comparing and contrasting (Venn Diagrams, etc.)- examining similarities and differences ● Argumentative writing- practicing reasoning, examining errors in reasoning, and defending an argument ● Citing evidence- finding and citing evidence to defend an argument 	<ul style="list-style-type: none"> ● Oral responses ● Alternative assignments ● Project-based assessment ● Modeling ● Portfolio ● menu
<p>Vocabulary</p>	<p>Tier II: vital, crisis, deprive, impose, embrace, clarify, accommodation, isolate</p>	

<p>Highlight key vocabulary (both Tier II and Tier III words)</p>	<p>Tier III: popular sovereignty, secede, fugitive, propaganda, Civil War, reconstruction, casualty, border states, neutral, martial law, blockade, habeas corpus, income tax, inflation, siege, draft, and total war</p>
<p>Integration of Technology SAMR</p>	<ul style="list-style-type: none"> ● Substitution: Use of teacher websites to access class resources. ● Augmentation: Students collaborate via Google Classroom.
<p>Interdisciplinary Connections NJ Student Learning Standards</p>	<p>Career Ready Practices: CRP4- Communicate clearly and effectively and with reason. CRP5- Consider the environmental, social and economic impacts of decisions.</p> <p>Technology: 8.1.8.D.2- Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4- Assess the credibility and accuracy of digital content. 8.1.8.E.1- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.</p> <p>NJLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>NJLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p>NJLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p>

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