

Social Studies Grade 8 Honors

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

Stage 1: Desired Results

Standards & Indicators:

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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. 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.6-8.4. 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. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.

B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or

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other information and examples.

C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

E. Establish and maintain a formal/academic style, approach, and form.

F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and styles are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

2020 Career Readiness, Life Literacies, and Key Skills

Standard	Performance Expectations	Core Ideas
9.1 Personal Financial Literacy	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.	There are government agencies and policies that affect the financial industry and the broader economy.
9.4 Life Literacies and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.

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9.4 Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4 Life Literacies and Key Skills	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4 Life Literacies and Key Skills	9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated
9.4 Life Literacies and Key Skills	9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4 Life Literacies and Key Skills	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4 Life Literacies and Key Skills	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.

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9.4 Life Literacies and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4 Life Literacies and Key Skills	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
<p><u>Central Idea/Enduring Understanding:</u> 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>Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</p> <p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>		<p><u>Essential/Guiding Question:</u> How did America overcome its early struggles and how did this impact its relationships with other countries around the world?</p>

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<p>A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<p><u>Content:</u></p> <ul style="list-style-type: none"> - Map/Mnemonics - Washington Precedents - Jefferson Era and Rules for Life - National Banks - Hatian Revolution/Louisiana Purchase - Lewis and Clark (Sacagewa- Women and Native American Roles) - Tecumseh and Tippecanoe(Conflict with Native Americans) - War of 1812 and Star Spangled Banner - Monroe Doctrine - Unit Review and Unit Test 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Analyze maps to understand and interpret data. - Evaluate the importance of civic duty and how every citizen has an impact on society. - Create writing that incorporates academic vocabulary - Evaluate why the United States expanded and how expansion led to success and conflict. - Connect laws and acts from this era that have had effects on our society today and how that impacts citizens both now and then.
<p><u>Interdisciplinary Connections:</u></p> <p>Writing Reading Analysis Comprehension and application Bullying Character Education Hornet Pride</p>	
<h3>Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <p>Common Formative Assessments Common Summative Assessments DBQs Short Constructed Responses Construction of Visual Representations Project Based Learning Essay Writing One Pagers Socratic Seminar Debates</p>	<p><u>Other Evidence:</u></p> <p>Content of Student Discussions Exit Tickets</p>
<h3>Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <p>-Turn/Talk -Shoulder Partners -Rally Robin</p>	<p><u>Resources:</u></p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12

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<p>-Round Robin -Gallery Walks -Take Off/Touchdown -Write/Pair/Share -Do Nows -Exit Ticket/Closure</p> <p>Native American Cultures Across the U.S.</p>	<ul style="list-style-type: none"> • Facing History and Ourselves • New Jersey Historical Commission • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • PBS Learning Media • Stanford History Education Group • Zinn Education Project • https://www.icivics.org/ <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPI Resources for Social Studies:</p> <ul style="list-style-type: none"> • Asian Pacific American Resources for Teachers <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas. Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Independent Reading Marking the text on the Chromebook Using level 2 and 3 DOK questioning on Cornell	Reading Groups Marking the text in pairs using a hard copy of document Using level 2	Audio of the book read to the whole class Marking the text and teacher guiding the practice	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks,

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<p>Notes</p> <p>Using a graphic organizer for essay, bullet main points and ideas used in essay.</p> <p>Students generate notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>questioning on Cornell Notes</p> <p>Using a graphic organizer for essay, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology - Nearpod presentation</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essay. Organizer must be completely filled out before proceeding with essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and to share what they've learned with each other. Follow with whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	<p>giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 2: The Jacksonian Era and Manifest Destiny

Stage 1: Desired Results

Standards & Indicators:

6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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. 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.6-8.4. 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. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

D. Establish and maintain a formal/academic style, approach, and form.

E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
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- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and styles are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

2020 Career Readiness, Life Literacies, and Key Skills

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9.4 Life Literacies and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
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9.4 Life Literacies and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4 Life Literacies and Key Skills	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
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9.4 Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
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9.4 Life Literacies and Key Skills	9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated
9.4 Life Literacies and Key Skills	9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4 Life Literacies and Key Skills	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	Sources of information are evaluated for accuracy and relevance when considering the use of information.

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9.4 Life Literacies and Key Skills	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4 Life Literacies and Key Skills	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
<p>Central Idea/Enduring Understanding: 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>Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</p>		<p>Essential/Guiding Question: How did America and its leaders expand the country both geographically and economically?</p>

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<p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals. A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<p><u>Content:</u></p> <ol style="list-style-type: none"> 1. Bullying Lessons (1,2,3) 2. Jackson Introduction 3. Jackson Positives and Negatives 4. Trail of Tears 5. Andrew Jackson Human Graph Activity and Essay 6. Andrew Jackson and Voting Rights (Infused Civics) 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Analyze maps to understand and interpret data. - Evaluate the importance of civic duty and how every citizen has an impact on society. - Create writing that incorporates academic vocabulary - Evaluate why the United States expanded and how expansion led to success and conflict. - Connect laws and acts from this era that have had effects on our society today and how that impacts citizens both now and then.
<p><u>Interdisciplinary Connections:</u></p> <ul style="list-style-type: none"> -Reading -Writing -Comprehension and Application -Bullying -Character Education -Hornet Pride 	
<h3 style="background-color: black; color: white; padding: 5px;">Stage 2: Assessment Evidence</h3>	
<p><u>Performance Task(s):</u></p> <p>Common Formative Assessments Common Summative Assessments DBQs Short Constructed Responses Construction of Visual Representations Project Based Learning Essay Writing One Pagers Socratic Seminar Debates</p>	<p><u>Other Evidence:</u></p> <p>Content of Student Discussions Exit Tickets</p>
<h3 style="background-color: black; color: white; padding: 5px;">Stage 3: Learning Plan</h3>	
<p><u>Learning Opportunities/Strategies:</u></p> <ul style="list-style-type: none"> -Turn/Talk -Shoulder Partners 	<p><u>Resources:</u></p> <p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12

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<p>-Rally Robin -Round Robin -Gallery Walks -Take Off/Touchdown -Write/Pair/Share -Do Nows -Exit Ticket/Closure</p> <p>Native American Cultures Across the U.S.</p> <p>NJ Commission on Holocaust Education</p> <p>(1831) Cherokee Nation v. Georgia</p>	<ul style="list-style-type: none"> • NJ Commission on Holocaust Education • Facing History and Ourselves • New Jersey Historical Commission • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • PBS Learning Media • Stanford History Education Group • Zinn Education Project • https://www.icivics.org/ <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPI Resources for Social Studies:</p> <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar <p><i>*Be sure to only include applicable resources.</i></p>
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<p><u>Differentiation</u></p> <p>*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Independent Reading</p> <p>Marking the text on the Chromebook</p> <p>Using level 2 and 3 DOK</p>	<p>Reading Groups</p> <p>Marking the text in pairs using a hard copy of document</p>	<p>Audio of the book read to the whole class</p> <p>Marking the text and teacher guiding the</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking</p>

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<p>questioning on Cornell Notes</p> <p>Using a graphic organizer for essay, bullet main points and ideas used in essay.</p> <p>Students generate notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essay, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology - Nearpod presentation</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on the card to something from the day's lesson.</p>	<p>practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essay. Organizer must be completely filled out before proceeding with essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and to share what they've learned with each other. Follow with whole group discussion of the most important points.</p> <p>Complete a "What I Learned" Chart.</p>	<p>assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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Unit 3: Towards the Civil War

Stage 1: Desired Results

Standards & Indicators:

- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
- 6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
- 6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
- 6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
- 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- 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. 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.6-8.4. 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. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 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. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

- A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

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WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and styles are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[2020 Career Readiness, Life Literacies, and Key Skills](#)

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

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		innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4 Life Literacies and Key Skills	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
9.4 Life Literacies and Key Skills	9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated
9.4 Life Literacies and Key Skills	9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4 Life Literacies and Key Skills	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	Sources of information are evaluated for accuracy and relevance when considering the use of information.

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9.4 Life Literacies and Key Skills	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
9.4 Life Literacies and Key Skills	9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.
<p>Central Idea/Enduring Understanding: Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</p> <p>Historical events may have single, multiple, and direct and indirect causes and effects.</p> <p>Historical contexts and events shaped and continue to shape people's perspectives.</p>		<p>Essential/Guiding Question: What were the factors that led to the outbreak of the Civil War?</p> <p>What was at the center of the debate in the lead up to the Civil War?</p> <p>How were African Americans fighting for their freedom during this time period?</p>

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<p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>	
<p><u>Content:</u></p> <p>Growing Economy and Expansion Moving West- Canals and Tech Innovations Popular Sovereignty Abolition Movement Missouri Compromise Attempts at Compromise: Compromise of 1850, Kansas/Nebraska Act John Brown Election of 1860 Secession Fort Sumter</p>	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> - Analyze maps to understand and interpret data. - Evaluate the importance of civic duty and how every citizen has an impact on society. - Create writing that incorporates academic vocabulary - Evaluate why the United States expanded and how expansion led to success and conflict. - Connect laws and acts from this era that have had effects on our society today and how that impacts citizens both now and then. - Assess the impact of slavery on African Americans and how slavery played a role in the build up to the Civil War. - Evaluate the cause and effects of technological innovations during the Industrial Revolution. - Critique the compromises over slavery, how they were successful or failed, and how they could have been amended to solve problems. - Construct a timeline that explains the sequence of events towards the Civil War and the effect of each event.
<p><u>Interdisciplinary Connections:</u></p> <p>-Reading -Writing -Comprehension and Application -Bullying -Character Education -Hornet Pride</p>	
<p>Stage 2: Assessment Evidence</p>	
<p><u>Performance Task(s):</u></p> <p>Common Formative Assessments Common Summative Assessments DBQs Short Constructed Responses Construction of Visual Representations Project Based Learning Essay Writing One Pagers Socratic Seminar Debates</p>	<p><u>Other Evidence:</u></p> <p>Content of Student Discussions Exit Tickets</p>
<p>Stage 3: Learning Plan</p>	
<p><u>Learning Opportunities/Strategies:</u></p>	<p><u>Resources:</u></p>

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<p>-Turn/Talk -Shoulder Partners -Rally Robin -Round Robin -Gallery Walks -Take Off/Touchdown -Write/Pair/Share -Do Nows -Exit Ticket/Closure</p> <p>Slave Narratives: Constructing U.S. History Through Analyzing Primary Sources</p> <p>https://www.zinnedproject.org/news/tdih/freedoms-journal-established/</p> <p>Underreported Stories of Migration</p> <p>https://www.blackpast.org/african-american-history/primary-documents-african-american-history/</p>	<p>Social Studies Resources:</p> <ul style="list-style-type: none"> • 6.3 Suggested Framework K-12 • NJ Commission on Holocaust Education • Facing History and Ourselves • New Jersey Historical Commission • Library of Congress (Primary Sources) • National Archives (Primary Sources) • Newsela • PBS Learning Media • Stanford History Education Group • Zinn Education Project • https://www.icivics.org/ <p>Amistad Resources for Social Studies:</p> <ul style="list-style-type: none"> • The New Jersey Amistad Commission Interactive Curriculum • New Jersey State Board Foundation • Civil Rights Teaching • Black Past <p>AAPI Resources for Social Studies:</p> <ul style="list-style-type: none"> • Asian Pacific American Resources for Teachers <p>LGBT and Disabilities Resources:</p> <ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Independent Reading	Reading Groups	Audio of the book read to the whole class	Any student requiring further accommodations and/or modifications will have them
Marking the text on the	Marking the text in		

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<p>Chromebook</p> <p>Using level 2 and 3 DOK questioning on Cornell Notes</p> <p>Using a graphic organizer for essay, bullet main points and ideas used in essay.</p> <p>Students generate notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p> <p>Students read their assigned material independently</p> <p>Provide opportunity for students to respond and reflect on day's learning.</p> <p>3-4 week independent study projects intended to provide enrichment</p>	<p>pairs using a hard copy of document</p> <p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essay, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology - Nearpod presentation</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p> <p>Provide a book on grade level based on a topic being covered in class</p> <p>Students meet with those from other groups that read the same material to discuss what was most important and what needs to be taught to their groups.</p> <p>Keep a stack of blank index cards on hand to give to students at the end of class. Have students respond on</p>	<p>Marking the text and teacher guiding the practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essay. Organizer must be completely filled out before proceeding with essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p> <p>Project based learning - 2 paragraph writing incorporated with visual aid</p> <p>Provide a book that is a grade or two lower and pair them with a higher functioning student</p> <p>Students meet with their small groups and to share what they've learned with each other. Follow with whole group discussion of the most important points.</p>	<p>individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <ul style="list-style-type: none"> Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries
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	the card to something from the day's lesson.	Complete a "What I Learned" Chart.	
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Unit 4: Civil War and Reconstruction

Stage 1: Desired Results

Standards & Indicators:

6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.

6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.

6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

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. 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.6-8.4. 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. Describe how a text presents information (e.g., sequentially, comparatively, causally).

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. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

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- B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- D. Establish and maintain a formal/academic style, approach, and form.
- E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Establish and maintain a formal/academic style, approach, and form.
- F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and styles are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

[2020 Career Readiness, Life Literacies, and Key Skills](#)

Standard	Performance Expectations	Core Ideas
9.1 Personal Financial Literacy	9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.	There are government agencies and policies that affect the financial industry and the broader economy.

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9.4 Life Literacies and Key Skills	9.4.8.CI.3: Examine challenges that may exist in the adoption of new ideas.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries.	Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
9.4 Life Literacies and Key Skills	9.4.8.CT.1: Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option.	Multiple solutions often exist to solve a problem.
9.4 Life Literacies and Key Skills	9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.	An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.
9.4 Life Literacies and Key Skills	9.4.8.DC.1: Analyze the resource citations in online materials for proper use.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products.	Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.
9.4 Life Literacies and Key Skills	9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.	Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.
9.4 Life Literacies and Key Skills	9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

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9.4 Life Literacies and Key Skills	9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations.	Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated
9.4 Life Literacies and Key Skills	9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.	The mode of information can convey a message to consumers or an audience.
9.4 Life Literacies and Key Skills	9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.	Sources of information are evaluated for accuracy and relevance when considering the use of information.
9.4 Life Literacies and Key Skills	9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.	There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
9.4 Life Literacies and Key Skills	9.4.8.TL.3: Select appropriate tools to organize and present information digitally.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.4: Synthesize and publish information about a local or global issue or event.	Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
9.4 Life Literacies and Key Skills	9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration.	Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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<p>9.4 Life Literacies and Key Skills</p>	<p>9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.</p>	<p>Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.</p>
<p>Central Idea/Enduring Understanding: Historical events may have single, multiple, and direct and indirect causes and effects.</p> <p>Historical contexts and events shaped and continue to shape people’s perspectives.</p> <p>Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</p>		<p>Essential/Guiding Question:</p> <p>How did the Civil War and Reconstruction Era both positively and negatively affect the growth and development of America?</p>
<p>Content:</p> <ul style="list-style-type: none"> -Goals/Military Strategies of both the North & South during the Civil War -Lincoln’s Presidency -Confederacy/Jefferson Davis -early battles of the Civil War -Daily life in both the North & South during the Civil War -Robert E. Lee -Emancipation Proclamation -U. S. Grant -the strain of war for both the North & South during the Civil War -Daily lives of soldiers on both sides during the Civil War -Civil War soldier’s letters during the war -the Civil War’s final stages -Lincoln’s assassination -Reconstruction Era -Reconstruction Amendments to the Constitution -Andrew Johnson Presidency -Black Codes/KKK -Jim Crow South -Juneteenth 		<p>Skills(Objectives):</p> <ul style="list-style-type: none"> -Analyze maps to understand and interpret data. <ul style="list-style-type: none"> - Evaluate the importance of civic duty and how every citizen has an impact on society. - Create writing that incorporates academic vocabulary - Evaluate why the United States expanded and how expansion led to success and conflict. - Connect laws and acts from this era that have had effects on our society today and how that impacts citizens both now and then. - Assess the impact of slavery on African Americans and how slavery played a role in the build up to the Civil War. - Evaluate the cause and effects of technological innovations during the Industrial Revolution. - Critique the compromises over slavery, how they were successful or failed, and how they could have been amended to solve problems. - Evaluate the strategies of both the Union and Confederacy and how that would affect the course and outcome of the war. - Critique the policies and approach of Abraham Lincoln during the War - Assess the impact of notable battles on the outcome of the war. - Explain how civilians were affected by the conflict of war. - Connect the assassination of Abraham Lincoln with the new approach of the Reconstruction. - Evaluate and explain the successes and failures of the Reconstruction. - Assess the impact of the three Reconstruction Amendments on the time period, as well as, on future Americans. - Explain how Jim Crow laws set African Americans back during and after the Reconstruction.

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Interdisciplinary Connections:

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

Stage 2: Assessment Evidence

Performance Task(s):

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

Other Evidence:

Content of Student Discussions
Exit Tickets

Stage 3: Learning Plan

Learning Opportunities/Strategies:

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

[Who Killed Reconstruction? A Trial Role Play](#)

Resources:

Social Studies Resources:

- [6.3 Suggested Framework K-12](#)
- [NJ Commission on Holocaust Education](#)
- [Facing History and Ourselves](#)
- [New Jersey Historical Commission](#)
- [Library of Congress](#) (Primary Sources)
- [National Archives](#) (Primary Sources)
- [Newsela](#)
- [PBS Learning Media](#)
- [Stanford History Education Group](#)
- [Zinn Education Project](#)
- <https://www.icivics.org/>

Amistad Resources for Social Studies:

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

AAPI Resources for Social Studies:

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

LGBT and Disabilities Resources:

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	<ul style="list-style-type: none"> • LGBTQ-Inclusive Lesson & Resources by Garden State Equality and Make it Better for Youth • LGBTQ+ Books <p>DEI Resources:</p> <ul style="list-style-type: none"> • Learning for Justice • GLSEN Educator Resources • Supporting LGBTQIA Youth Resource List • Respect Ability: Fighting Stigmas, Advancing Opportunities • NJDOE Diversity, Equity & Inclusion Educational Resources • Diversity Calendar <p><i>*Be sure to only include applicable resources.</i></p>
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Differentiation

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

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Independent Reading</p> <p>Marking the text on the Chromebook</p> <p>Using level 2 and 3 DOK questioning on Cornell Notes</p> <p>Using a graphic organizer for essay, bullet main points and ideas used in essay.</p> <p>Student generates notes on class readings.</p> <p>Project based learning using technology - imovie trailers</p> <p>Project based learning - 5 paragraph writing incorporated with visual aid</p> <p>Provide a higher grade level book based on topic being covered in class</p>	<p>Reading Groups</p> <p>Marking the text in pairs using a hard copy of document</p> <p>Using level 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essay, writing full sentences for main ideas.</p> <p>Students work in groups generating notes on a specific reading.</p> <p>Project based learning using technology - Nearpod presentation</p> <p>Project based learning - 3 paragraph writing incorporated with visual aid</p>	<p>Audio of the book read to the whole class</p> <p>Marking the text and teacher guiding the practice</p> <p>Using level 1 and 2 questioning on Cornell Notes</p> <p>Using a graphic organizer for essay. Organizer must be completely filled out before proceeding with essay.</p> <p>Students use teacher generated notes while filling in missing information.</p> <p>Project based learning using technology - In groups develop a google slide presentation</p>	<p>Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing</p> <p>ELL supports should include, but are not limited to, the following::</p> <p>Extended time</p> <p>Provide visual aids</p> <p>Repeated directions</p> <p>Differentiate based on proficiency</p> <p>Provide word banks</p> <p>Allow for translators, dictionaries</p>

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

Content	Resources	Standards
UNIT 1: The Jefferson Era and America's Early Struggles		
<p>45 Days</p> <ol style="list-style-type: none"> 1. 7 Days- Introductions, Team Building, Routines and Procedures 2. 1 Day- September 11th 3. 3 Days- Character Ed/Hornet Pride 4. 5 Days- Map/Mnemonics 5. 2 Days- Questioning and Discussion 6. 2 Days- Primary and Secondary Sources 7. 3 Days- Writing Practice 8. 2 Days- Jefferson Era and Rules for Life 9. 2 Days- Hamilton vs. Jefferson 10. 2 Days- Debate over National Banks 11. 1 Day- Hatian Revolution 12. 1 Day- Louisiana Purchase 13. 2 Days- Thomas Jefferson and Louisiana Purchase Debate 14. 4 Days-Lewis and Clark, Sacagewa 15. 2 days- Tecumseh and Tippecanoe 16. 3 Days- War of 1812 and Star Spangled Banner 17. 1 Day- Monroe Doctrine 18. 3 Days- Unit Review and Unit Test 	<ul style="list-style-type: none"> • Teacher- made activities that include, but are not limited to, visual multimedia sources, primary and secondary sources, and higher order questions. • More open- ended/critical thinking/high order questions • Q- Chart • Flocabulary, Newsela, and other online platforms • iCivics • Graphic Organizers • Kagan Strategies for Discussion and Questioning • Chromebooks and Google Software • Do-Now Activities • Closure activities: Exit tickets,Kahoots, KWL charts • Teacher Observation • Common Formative Assessments 	<ul style="list-style-type: none"> • 6.1.8.EconET.4.a • 6.1.8.GeoSV.4.a: • 6.1.8.EconET.4.a: • RH.6-8.1. • RH.6-8.2. • RH.6-8.3. • RH.6-8.4. • RH.6-8.5. • RH.6-8.6. • RH.6-8.7. • RH.6-8.9. • RH.6-8.10. • WHST.6-8.1. • WHST.6-8.2. • WHST.6-8.4. • WHST.6-8.5. • WHST.6-8.6. • WHST.6-8.7. • WHST.6-8.8. • WHST.6-8.9. • WHST.6-8.10. • 9.1.8.EG.3: • 9.4.8.CI.3: • 9.4.8.CI.4: • 9.4.8.CT.1: • 9.4.8.CT.2: • 9.4.8.CT.3: • 9.4.8.DC.1: • 9.4.8.DC.2: • 9.4.8.GCA.1: • 9.4.8.GCA.2: • 9.4.8.IML.2: • 9.4.8.IML.4: • 9.4.8.IML.6: • 9.4.8.IML.7: • 9.4.8.IML.12: • 9.4.8.IML.13: • 9.4.8.IML.14: • 9.4.8.IML.15: • 9.4.8.TL.3:

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		<ul style="list-style-type: none"> ● 9.4.8.TL.4: ● 9.4.8.TL.5: ● 9.4.8.TL.6:
UNIT 2: The Jacksonian Era and Manifest Destiny		
<p>46 Days</p> <ol style="list-style-type: none"> 1. 1 Day- Monroe Doctrine 2. 3 Days- Growing Economy and Expansion 3. 1 Day- Moving Out West 4. 3 Days- Bullying Lessons 1, 2 and 3 5. 1 Day- Character Ed/HORNET Pride 6. 1 day- The Jackson Era Introduction 7. 2 Days- Andrew Jackson Positives and Negatives 8. 3 Days- Voting Rights through the years and today (Civics) 9. 2 Days- Indian Removal Act and Jackson's Defiance Debate 10. 2 Days- Trail of Tears 11. 5 Days- Andrew Jackson Human Graph Activity and Hero/Villain Essay Writing 12. 2 Days- Manifest Destiny Introduction 13. 3 Days- The Oregon Country and the Oregon Trail 14. 2 Days- Statehood for Florida and Texas 15. 1 Day- The Alamo 16. 3 Day- Texas Independence and Statehood 17. 2 Days- The War with 	<ul style="list-style-type: none"> ● Teacher- made activities that include, but are not limited to, visual multimedia sources, primary and secondary sources, and higher order questions. ● More open- ended/critical thinking/high order questions ● Q- Chart ● Flocabulary, Newsela, and other online platforms ● iCivics ● Graphic Organizers ● Kagan Strategies for Discussion and Questioning ● Chromebooks and Google Software ● Do-Now Activities ● Closure activities: Exit tickets, Kahoots, KWL charts ● Teacher Observation ● Common Formative Assessments 	<ul style="list-style-type: none"> ● 6.1.8.CivicsDP.4.a: 6.1.8.EconNE.4.a: ● 6.1.8.EconNE.4.b: 6.1.8.HistoryCC.4.c: ● 6.1.8.HistoryCC.4.a: RH.6-8.1. ● RH.6-8.2. ● RH.6-8.3. ● RH.6-8.4. ● RH.6-8.5. ● RH.6-8.6. ● RH.6-8.7. ● RH.6-8.8. ● RH.6-8.9. ● RH.6-8.10. ● WHST.6-8.1. ● WHST.6-8.2. ● WHST.6-8.4. ● WHST.6-8.5. ● WHST.6-8.6. ● WHST.6-8.7. ● WHST.6-8.8. ● WHST.6-8.9. ● WHST.6-8.10. ● 9.1.8.EG.3: ● 9.4.8.CI.3: ● 9.4.8.CI.4: ● 9.4.8.CT.1: ● 9.4.8.CT.2: ● 9.4.8.CT.3: ● 9.4.8.DC.1: ● 9.4.8.DC.2: ● 9.4.8.GCA.1: ● 9.4.8.GCA.2: ● 9.4.8.IML.2: ● 9.4.8.IML.4: ● 9.4.8.IML.6: ● 9.4.8.IML.7: ● 9.4.8.IML.12: ● 9.4.8.IML.13:

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<p>Mexico</p> <p>18. 2 Days- Mexican Cession (Civics)</p> <p>19. 2 Days- The California Gold Rush</p> <p>20. 1 Day- The Mormons and Utah</p> <p>21. 1 Day- The Manifest Destiny Map</p> <p>22. 3 Days- Unit 2 Review and Unit 2 Assessment</p>		<ul style="list-style-type: none"> ● 9.4.8.IML.14: ● 9.4.8.IML.15: ● 9.4.8.TL.3: ● 9.4.8.TL.4: ● 9.4.8.TL.5: ● 9.4.8.TL.6:
UNIT 3: Towards the Civil War		
<p>44 Days</p> <ol style="list-style-type: none"> 1. 5- Days Black History Month Essay 2. 1 Day- Missouri Compromise of 1820 3. 3 Days- The Industrial North 4. 2 Days- People of the North 5. 2 Days- Southern Cotton Kingdom 6. 3 Days- Bullying Lessons 4,5,6 7. 1 Day- Character Ed/HORNET Pride 8. 2 Days- People of the South 9. 3 Days- Harriet Tubman and Underground Railroad 10. 1 Day- New Jersey's Connection to the Underground Railroad 11. 4 Days- Reformers of the 1800's, 1900's, and Today 12. 4 Days- The Search for Compromise and Real- Life Compromise Exercise 13. 2 Days- Challenges to 	<ul style="list-style-type: none"> ● Teacher- made activities that include, but are not limited to, visual multimedia sources, primary and secondary sources, and higher order questions. ● More open- ended/critical thinking/high order questions ● Q- Chart ● Flocabulary, Newsela, and other online platforms ● iCivics ● Graphic Organizers ● Kagan Strategies for Discussion and Questioning ● Chromebooks and Google Software ● Do-Now Activities ● Closure activities: Exit tickets, Kahoots, KWL charts ● Teacher Observation ● Common Formative Assessments 	<ul style="list-style-type: none"> ● 6.1.8.CivicsHR.4.a: 6.1.8.EconNE.4.b: 6.1.8.HistoryCC.4.b: 6.1.8.HistoryCC.4.d: 6.1.8.HistoryCC.5.a: ● 6.1.8.HistoryCC.5.g: ● RH.6-8.1. ● RH.6-8.2. ● RH.6-8.3. ● RH.6-8.4. ● RH.6-8.5. ● RH.6-8.6. ● RH.6-8.7. ● RH.6-8.8. ● RH.6-8.9. ● RH.6-8.10. ● WHST.6-8.1. ● WHST.6-8.2. ● WHST.6-8.4. ● WHST.6-8.5. ● WHST.6-8.6. ● WHST.6-8.7. ● WHST.6-8.8. ● WHST.6-8.9. ● WHST.6-8.10. ● 9.1.8.EG.3: ● 9.4.8.CI.3: ● 9.4.8.CI.4: ● 9.4.8.CT.1: ● 9.4.8.CT.2:

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<p>Slavery</p> <p>14. 2 Days- Dred Scott Supreme Court Debate</p> <p>15. 2 Days- Secession and War</p> <p>16. 3 Days- John Brown Essay</p> <p>17. 1 Day- John Brown Debate</p> <p>18. 3 Days- Unit 3 Review and Unit 3 Assessment</p>		<ul style="list-style-type: none"> ● 9.4.8.CT.3: ● 9.4.8.DC.1: ● 9.4.8.DC.2: ● 9.4.8.GCA.1: ● 9.4.8.GCA.2: ● 9.4.8.IML.2: ● 9.4.8.IML.4: ● 9.4.8.IML.6: ● 9.4.8.IML.7: ● 9.4.8.IML.12: ● 9.4.8.IML.13: ● 9.4.8.IML.14: ● 9.4.8.IML.15: ● 9.4.8.TL.3: ● 9.4.8.TL.4: ● 9.4.8.TL.5: ● 9.4.8.TL.6:
<p>UNIT 4: The Civil War and Reconstruction</p>		
<p>45 Days</p> <ol style="list-style-type: none"> 1. 3 Days- The Two Sides of the War 2. 3 Days- The Early Years of the War 3. 2 Days- Life During the War 4. 4 Days- The Strain of War 5. 3 Days- Civil War Letters 6. 5 Days- Civil War Battles Projects and Presentations 7. 3 Days- The War's Final Stages 8. 1 Day- Lincoln's Assassination 9. 2 Days- Planning the Reconstruction 10. 3 Days- Radicals Take Control 11. 2 Days- The South During Reconstruction 12. 1 Day- Post Reconstruction Era 	<ul style="list-style-type: none"> ● Teacher- made activities that include, but are not limited to, visual multimedia sources, primary and secondary sources, and higher order questions. ● More open- ended/critical thinking/high order questions ● Q- Chart ● Flocabulary, Newsela, and other online platforms ● iCivics ● Graphic Organizers ● Kagan Strategies for Discussion and Questioning ● Chromebooks and Google Software ● Do-Now Activities ● Closure activities: Exit tickets, Kahoots, KWL charts ● Teacher Observation ● Common Formative Assessments 	<ul style="list-style-type: none"> ● 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.HistoryUP.5.c: 6.1.8.HistoryCC.5.d: 6.1.8.HistoryCC.5.e: ● 6.1.8.HistoryCC.5.f: ● RH.6-8.1. ● RH.6-8.2. ● RH.6-8.3. ● RH.6-8.4. ● RH.6-8.5. ● RH.6-8.6. ● RH.6-8.7. ● RH.6-8.8. ● RH.6-8.9. ● RH.6-8.10. ● WHST.6-8.1. ● WHST.6-8.2. ● WHST.6-8.4. ● WHST.6-8.5. ● WHST.6-8.6. ● WHST.6-8.7. ● WHST.6-8.8. ● WHST.6-8.9.

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<p>13. 2 Days- Jim Crow South</p> <p>14. 2 Days- Reconstruction Era Summary</p> <p>15. 1 Day- Asian Pacific Islander Month</p> <p>16. 4 Days- Amendments Research Project</p> <p>17. 3 Days- Amendment Debates</p> <p>18. 1 Day- Juneteenth</p>		<ul style="list-style-type: none">● WHST.6-8.10.● 9.1.8.EG.3:● 9.4.8.CI.3:● 9.4.8.CI.4:● 9.4.8.CT.1:● 9.4.8.CT.2:● 9.4.8.CT.3:● 9.4.8.DC.1:● 9.4.8.DC.2:● 9.4.8.GCA.1:● 9.4.8.GCA.2:● 9.4.8.IML.2:● 9.4.8.IML.4.:● 9.4.8.IML.6:● 9.4.8.IML.7:● 9.4.8.IML.12:● 9.4.8.IML.13:● 9.4.8.IML.14:● 9.4.8.IML.15:● 9.4.8.TL.3:● 9.4.8.TL.4:● 9.4.8.TL.5:● 9.4.8.TL.6:
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