MOUNT HOLLY TOWNSHIP SCHOOL DISTRICT
8TH GRADE SOCIAL STUDIES CURRICULUM

Revised to meet the June 2020 Science NJSLS-SOCIAL STUDIES
Board Approval: August 2022

District Administration

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Mrs. Tifanie Pierce	Director of Special Services
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[2020 New Jersey Student Learning Standards for Social Studies](#) (K-2)

[2020 New Jersey Student Learning Standards for Social Studies](#) (3-5)

[2020 New Jersey Student Learning Standards for Social Studies](#) (6-8)

Social Studies
The ever-changing landscape of information and communication technologies have transformed the roles and responsibilities of the next generation of learners. Inquiry-based learning in social studies prepares students to produce and critically consume information in our global society. This document outlines social studies practices, disciplinary concepts, core ideas, and related performance expectations in a manner that promotes learning experiences in which students actively explore the past, present, and future of the world through the study of history, economics, civics, and geography.

Mission
Social studies education provides learners with the knowledge, skills, attitudes, and perspectives needed to become active, informed, and contributing members of local, state, national, and global communities.

Vision
An education in social studies fosters a population that:
• Is civic-minded, globally aware, and socially responsible;
• Exemplifies fundamental values of democracy and human rights through active participation in local, state, national, and global communities;
• Makes informed decisions about local, state, national, and global events based on inquiry and analysis;
• Considers multiple perspectives, values diversity, and promotes cultural understanding;
• Recognizes the relationships between people, places, and resources as well as the implications of an interconnected global economy;
• Applies an understanding of critical media literacy skills when utilizing technology to learn, communicate, and collaborate with diverse people around the world; and

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• Discerns fact from falsehood and critically analyzes information for validity and relevance.

Intent and Spirit of the Social Studies Standards
All students receive social studies instruction from Kindergarten through grade 12. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare New Jersey students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources. The 2020 New Jersey Student Learning Standards – Social Studies (NJSLS-2020) are informed by national and state standards and other documents such as the College, Career, and Civic Life (C3) Framework for Social Studies State Standards, as well as those published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, National Assessment of Educational Progress, and the Partnership for 21st Century Skills. Social studies instruction occurs throughout the K-12 spectrum, building in sophistication of learning about history, economics, geography, and civics at all ages.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJSLS-SS is intended to:
• promote the development of curricula and learning experiences that reflect the vision and mission of social studies as stated in the beginning of this document;
• foster greater coherence and increasingly complex understanding of social studies knowledge, skills, attitudes, and perspectives across grade bands;
• establish meaningful connections among the major areas of study within social studies;
• prioritize the important ideas and core processes that are central to social studies and have lasting value beyond the classroom; and
• reflect the habits of mind central to social studies that lead to post-secondary success.

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Social Studies Practices

The practices are the skills that individuals who work in the field of social sciences use on a regular basis. Because the purpose of social studies is to provide students with the knowledge, skills and attitudes they need to be active, informed, responsible individuals and contributing members of their communities, many of the practices can be applied to daily life. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the content knowledge reflected in the core ideas and performance expectations (Citizens, 2008).

Practice	Description
Developing Questions and Planning Inquiry	Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
Gathering and Evaluating Sources	Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
Seeking Diverse Perspectives	Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.

Developing Claims and Using Evidence	Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights
Presenting Arguments and Explanations	Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and 5	Page Practice Description the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
Engaging in Civil Discourse and Critiquing Conclusions	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
Taking Informed Action	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Standards in Action:

Climate Change At the core of social studies education, is the goal to prepare students with the essential knowledge and skills to make their local and global communities a better place to live. The intent is for students to begin developing the requisite skills – information gathering and analysis, inquiry and critical thinking, communication, data analysis, and the appropriate use of technology and media – at the youngest grades for the purpose of actively engaging with complex problems and learning how to take action in appropriate ways to confront persistent dilemmas and address global issues.

As an example, leveraging climate change as an area of focus, provides an opportunity to design authentic learning experiences that are integrative of the disciplines within social studies, addresses an issue that has persisted across time and space, connects the past to

the present and future, and leverages the use of disciplinary literacy skills to communicate their ideas and solutions for change. A well-designed social studies program addresses the totality of the human experience over time and space, and provides opportunities for students to engage in inquiry, develop and display data, synthesize findings, and make judgments. The NJSLS-SS provide a foundation for this type of learning. For example, the impact of human interactions on the environment is central to any course involving geographic concepts. However, new to this set of standards is a more intentional focus on addressing issues related to climate change. The intent is to foster learning experiences which involve students asking their own questions, seeking the perspectives of multiple stakeholders with diverse points of view, using geospatial technologies to gather data; all for the purpose of planning/proposing advocacy projects or analyzing current public policy regarding climate change and determining it effectiveness. Many of the standards that relate to climate change can be found in Standard 6.3, Active Citizenship in the 21st Century. Additionally, the Human Environment Interaction disciplinary concept and its associated performance expectations provide opportunities for students to engage with this topic.

Structure of the NJSLS-SS
The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. There are three social studies standards:

• 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities. Standard 6.1 U.S. History: America in the World applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

• 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.

• 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world. Standard 6.3 Active Citizenship in the 21st Century applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

The core ideas are derived from the disciplinary concepts and students' understandings increase in sophistication over time as they engage with these ideas in new and varied contexts. The core ideas are what is most essential for students to learn and represent the knowledge and skills that they should be able to apply to new situations outside of the school experience. Curriculum writers and educators can use these core ideas as the basis for formative, summative, and benchmark assessments.

The performance expectations describe what students should know and be able to do. It is expected that curriculum writers and educators will bundle these performance expectations together in meaningful ways as a basis for classroom instruction and to guide the creation of formative, summative, and benchmark assessments.

{SOURCE: NJDOE NJSLS-S January 2022}

New Jersey Technology Standards
[2020 New Jersery Student Learning Standards: Computer Science and Design Thinking](#)

New Jersey Career Readiness, Life Literacies, and Key Skills Standards
[2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills](#)

New Jersey Climate Change Standards
[2020 New Jersey Student Learning Standards: Climate Change](#)

[Legislation Enhancing AAPI Cultural and Educational Programs in New Jersey Broadcast](#)

Pacing Guide

Topic	Unit #	Unit Length
Early Republic	1	6 Weeks
American Expansion	2	6 Weeks
Civil War and Reconstruction	3	6 Weeks

Climate Change		
Unit	Curricular Integration	Activities
Civics	● In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	● 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.
3	● Economic decision involves setting goals, weighing costs and benefits and identifying the resources available to achieve those goals.	● 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Amistad Law		
Unit	Curricular Integration	Activities
2	Students will learn about the Amistad case in August of	Webquest

	1839	

Holocaust Law		
Unit	Curricular Integration	Activities
3	6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.	-Primary/Secondary Source Analysis
3	6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	-Primary Source Analysis

LGBT and Disabilities Law		
Unit	Curricular Integration	Activities
3	6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.	-Primary/Secondary Source Analysis
3	6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	-Primary Source Analysis

Asian Americans and Pacific Islanders		
Unit	Curricular Integration	Activities
3	6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.	-Primary/Secondary Source Analysis
3	6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	-Primary Source Analysis

Social Studies Unit {1} Grade 8	
Unit Title	Unit 1: Early Republic
Recommended Pacing	6 Weeks
Unit Overview	Students will acquire knowledge and skills to think analytically about how the Revolutionary War and the Early Republic in the United States shaped the country that we live in the 21st Century. Students will learn about the different causes of the Revolutionary War, Major Battles in the War, the Declaration of Independence, the Constitution, and the early years of the United States. Students will acquire this knowledge through reading, writing, research, projects, presentations, tests/quizzes.
Social Studies Practices	**Developing Questions and Planning Inquiry**

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understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from
various social science disciplines build understanding of the past, present and future; these inquiries investigate the
complexity and diversity of individuals, groups, and societies.

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inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability
of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion
from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information
answers the question, and what may be missing, often resulting in the need to complete additional research. Developing
an understanding of our own and others' perspectives builds understanding about the complexity of each person and the
diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups
of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as
national, regional, and global trends.

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Developing claims requires careful consideration of evidence, logical organization of
      information, self-awareness about
biases, application of analysis skills, and a willingness to revise conclusions based on the
      strength of evidence. Using
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Using a variety of formats designed for a purpose and an authentic audience forms the
      basis for clear communication.
Strong arguments contain claims with organized evidence and valid reasoning that
      respects the diversity of the world and
the dignity of each person. Writing findings and engaging in civil discussion with an
      audience provides a key step in the
process of thinking critically about conclusions and continued inquiry.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and
      deliberative discussions with diverse
perspectives sharpens the conclusions and improves thinking as a vital part of the process
      of sensemaking. Responsible
citizenship requires respectfully listening to and critiquing claims by analyzing the
      evidence and reasoning supporting
them. Listening to and understanding contrary views can deepen learning and lay the
      groundwork for seeking consensus.

Taking Informed Action

	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change
Supplemental Class Resources	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/School Formative Assessment Plan	● Teacher Observation ● Presentations ● Quizzes/Test ● Portfolios ● Group Projects/Discussions ● Constructed Response ● Speeches/Debates
Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	Civic Financial Responsibility

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures
- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Credit and Debt Management

- 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each.
- 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each.
- 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs
- 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans).

Credit Profile

- 9.1.8.CP.1: Compare prices for the same goods or services.
- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- 9.1.8.CP.4: Summarize borrower's credit report rights.
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

Economic and Government Influences

- 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.
- 9.1.8.EG.2: Explain why various sources of income are taxed differently.
- 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.
- 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Financial Institutions

- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.
- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking).
- 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
- 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.

	● 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. Planning and Budgeting ● 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. ● 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. ● 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals. ● 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family). ● 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. ● 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals. ● 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management. Risk Management and Insurance ● 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed. ● 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss. ● 9.1.8.RM.3: Evaluate the need for different types of warranties. ● 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection
Computer Science and Design Thinking (Technology)	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.1.8.CS.2: Design a system that combines hardware and software components to process data. 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs.

	8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems.
	8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination.
	8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication.
	8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.
	8.1.8.NI.4: Explain how new security measures have been created in response to key malware events.
	8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options.
	8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies.
	8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose
	8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed.
	8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
	8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.
	8.1.8.DA.5: Test, analyze, and refine computational models. Computer models can be used to simulate events, examine theories and inferences, or make predictions.
	8.1.8.DA.6: Analyze climate change computational models and propose refinements.
	8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode
	8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values
	8.1.8.AP.3: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals
	8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.

	8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse.
	8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
	8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
	8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.
	8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.
	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
	8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
	8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
	8.2.8.ED.5: Explain the need for optimization in a design process.
	8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.
	8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
	8.2.8.ITH.2: Compare how technologies have influenced society over time. design it for another purpose.
	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
	8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.
	8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).

	8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.
Diversity, Equity, and Inclusion	Students will engage with a variety of equity issues that arose throughout the early republic of the United States. The utilization of resources that support primary sources to investigate multiple points of view surrounding events of the early US.

Unit 1 NJSLS Learning Plan	
NJ Student Learning Standards (What the students will know) **I can…**	**Exemplar Lessons and Activities**
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. **Research** the various leadership and decisions made in the early years of the United States	**George Washington's Presidency Station Activity/Essay**

Explain how the leadership and decisions met the goals in the Constitution	
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 over time. **Define** the Constitution of the United States **Categorize** the major components of the Constitution **Explain** the importance of each part of the Constitution	**Constitution Primary Source Link**
6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	**Rise of Political Parties Graphic Organizer**

Define/Explain the powers and responsibilities of citizens, political parties, interests groups, and the media	
6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. **Define** the New Jersey and Virginia Plans **Research** and **Categorize** the major differences between the two plans **Discuss** the major importance of each plan	**New Jersey vs Virginia Plan**
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. **Explain** the compromise that was made in the creation and adoption of the	**Constitutional Convention and Ratification Webquest**

Constitution and the Bill of Rights, by using evidence from scholarly sources **Discuss** as a class if the compromise was fair	
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). **Research** the Alien and Sedition Acts **Explain** how and why constitutional civil liberties were impacted by the Alien and Sedition Acts	**Alien and Sedition Acts Webquest**
6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. **Define** the term Slavery **Research** how slavery impacted the United States politically and economically in the Early Republic	**Slavery in the United States Google Slides Presentation**
6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion	**Slavery in the United States Google Slides Presentation**

of slavery violated human rights and contradicted American ideals. **Research** slavery in the United States during the Early Republic **Explain** how slavery violated human rights and contradicted American ideals (Ex. Declaration of Independence, Constitution) in the form of a research paper	
6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time. **Define** the word debt and the amount of debt the United States was in during the Early Republic **Explain** the effect that debt on the american people as well as the policies the government implemented to lower the debt	**Hamilton's Financial Plan Activity**
6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government. **Define** the term Political Parties	**Rise of Political Parties Reading/Venn Diagram**

Explain the rise of political parties in the Early Republic (Ex. Federalists and Democratic Republicans) **Discuss** as a class political parties in the 21st century	
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. **Define** the Articles of Confederation and the Constitution **Categorize** the similarities and differences between the Articles of Confederation and the Constitution **Discuss** the similarities and differences between the two documents	**Articles of Confederation Webquest**
6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. **Research and Explain** the various ways	**George Washington's Presidency Station Activity**

George Washington lead in the American Revolution as well as in his presidency and how they helped establish democracy in the United States	

Key Terms
Albany Plan, George Washington, French and Indian War, Redcoats, Treaty of Paris, Pontiac's Rebellion, Proclamation of 1763, Standing Army, Sugar Act, Stamp Act, Samuel Adams, Patrick Henry, Townshend Acts, Boston Massacre, Boston Tea Party, Intolerable Acts, First Continental Congress, Sons of Liberty, Lexington and Concord, Second Continental Congress, Bunker Hill, Olive Branch Petition, Common Sense, the Declaration of Independence, Long Island, Saratoga, Valley Forge, Yorktown, Articles of Confederation, Shay's Rebellion, Constitutional Convention, Great Compromise, Constitution, Federalists, Anti-Federalists, Ratification, Cabinet, Judiciary Act of 1789, Whiskey Rebellion, Treaty of Greenville, Jay's Treaty, Pinckney's Treaty, Election of 1796, XYZ Affair, Alien and Sedition Acts, Kentucky and Virginia Resolutions, Convention of 1800

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
- Modify activities/assignments/projects - Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Allow student to receive reading text in various forms (written, verbal, audio) - Pre-teach new vocabulary - Modify Content	- Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Small Group Instruction - Intervention/Remediation - Individual Intervention/Remediation - Additional Support Materials - Guided Notes

● Modify Amount of work given ● Modify Assessment ● Modify Homework ● Re-teach skill if needed	● Graphic Organizers ● Tutoring
Accommodations for English Language Learners	**Accommodations for Gifted Students**
● Grade 8 WIDA Can Do Descriptors: ● Listening ● Speaking ● Reading ● Writing ● Oral Language	● Extended Activities (Assignments, Projects, Papers) ● Option for alternative assignments ● Higher level Reading ● Higher Level Tests (Open Ended, Essay) ● Individual Enrichment ● Small Group Enrichment
Required Activities	**Suggested Activities**
● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation	● Projects Academic ● Academic Games ● Brain Breaks

Social Studies Unit {2} Grade 8	
Unit Title	Unit 2: American Expansion
Recommended Pacing	6 Weeks
Unit Overview	Students will acquire knowledge and skills of the major events that took place during American Expansion which helped to grow the United States from sea to shining sea. Students will acquire this knowledge through reading, writing, research, projects, presentations, tests/quizzes.
Social Studies Practices	**Developing Questions and Planning Inquiry** Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies. **Gathering and Evaluating Sources** Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information
answers the question, and what may be missing, often resulting in the need to complete additional research. Developing
an understanding of our own and others' perspectives builds understanding about the complexity of each person and the
diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups
of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as
national, regional, and global trends.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about
biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using
evidence responsibly

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication.
Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and
the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the
process of thinking critically about conclusions and continued inquiry.

Engaging in Civil Discourse and Critiquing Conclusions

	Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus. **Taking Informed Action** After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change
Supplemental Class Resources	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/

District/School Formative Assessment Plan	- Teacher Observation - Presentations - Quizzes/Test - Portfolios - Group Projects/Discussions - Constructed Response - Speeches/Debates
Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	**Civic Financial Responsibility** 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions. **Credit and Debt Management** 9.1.8.CDM.1: Compare and contrast the use of credit cards and debit cards for specific purchases and the advantages and disadvantages of using each. 9.1.8.CDM.2: Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages, lines of credit) and compare and calculate the interest rates associated with each. 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs 9.1.8.CDM.4: Evaluate the application process for different types of loans (e.g., credit card, mortgage, student loans). **Credit Profile** 9.1.8.CP.1: Compare prices for the same goods or services.

	- 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.
- 9.1.8.CP.3: Explain the purpose of a credit score and credit record, the factors and impact of credit scores.
- 9.1.8.CP.4: Summarize borrower's credit report rights.
- 9.1.8.CP.5: Compare the financial products and services available to borrowers relative to their credit worthiness.

Economic and Government Influences

- 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income.
- 9.1.8.EG.2: Explain why various sources of income are taxed differently.
- 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.
- 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
- 9.1.8.EG.9: Identify types of consumer fraud, the procedures for reporting fraud, the specific consumer protection laws, and the issues they address.

Financial Institutions

- 9.1.8.FI.1: Identify the factors to consider when selecting various financial service providers.
- 9.1.8.FI.2: Determine the most appropriate use of various financial products and services to borrow and access money for making purchases (e.g., ATM, debit cards, credit cards, check books, online/mobile banking). |

	9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals. 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products. 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being. 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish. 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising. Planning and Budgeting 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process. 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget. 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals. 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family). 9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals. 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management. Risk Management and Insurance 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed. 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss. 9.1.8.RM.3: Evaluate the need for different types of warranties. 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection
Computer Science and Design Thinking (Technology)	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

	8.1.8.CS.2: Design a system that combines hardware and software components to process data. 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs. 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication. 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems. 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events. 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose 8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed. 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. 8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis. 8.1.8.DA.5: Test, analyze, and refine computational models. Computer models can be used to simulate events, examine theories and inferences, or make predictions. 8.1.8.DA.6: Analyze climate change computational models and propose refinements. 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode 8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values 8.1.8.AP.3: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals 8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs. 8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse.

	8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
	8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
	8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.
	8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.
	8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
	8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
	8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
	8.2.8.ED.5: Explain the need for optimization in a design process.
	8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.
	8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).
	8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues
	8.2.8.ITH.2: Compare how technologies have influenced society over time.
	design it for another purpose.
	8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.
	8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs.
	8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital).
	8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact
	8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best.
	8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies.
	8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and

	development.
Diversity, Equity, and Inclusion	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.
Amistad Law	-Students will learn about the Amistad Case in 1839

Unit 2 NJSLS Learning Plan	
NJ Student Learning Standards **(What the students will know)** **I can…**	**Exemplar Lessons and Activities**
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. **Define** Jacksonian Democracy **Research** and **Summarize** the way in which Jacksonian Democracy expanded voting rights during Andrew Jackson's Presidency	**Jacksonian Democracy**

Discuss the research findings as a class	
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. **Create** an invidual newspaper article showcasing the various ways education, women's rights, and slavery were reformed in the 1800s (Ex. Creation of Teacher training schools, Anti-Slavery Movement in the 1830s, Womens Right Movment). Students pick one of these topics. **Present** the newspaper articles in front of the class in order to teach each student as to how education, women's rights, and slavery were reformed in the 1800s	**Everything You Need To Ace American History**

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. **Define** the Indian Removal Act and the Trail of Tears **Research** and **Map** the original settlement of the Native American's in the North East as well as where they were relocated in the West	**Indian Removal Act-Trail of Tears**
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. **Summarize** the debates on the national bank, currency, and tariffs	**Interpreting the Constitution Article**

Discuss as a class how each of these met the economic challenges facing the New Nation	
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. **Summarize and Illustrate** the Louisiana Purchase and it's major impact on the United States **Explore** and **Research** Lewis and Clark Expedition **Present** the research in the form of a Google Slides Presentation, Short Story, Movie, Podcast, etc.	**Louisiana Purchase Reading/Map Activity**
6.1.8.EconNE.4.a: Explain how major technological	**Industrial Revolution in the United States Project**

developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation. **Define** the steamboat,national road, canals, and the Transcontinental Railroad **Research** one of these technological developments as a group **Present** the findings in the form of a poster	
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. **Define** the major technological advances from the 1800s (Ex. Cotton Gin, Steamboat, telegraph, interchangeable parts)	**Technological Innovations**

Categorize and Research how each invention affected the various social classes in the United States during the 1800s (Ex. Slaves, Factory Workers)	
6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. **Categorize and Research** various policies, treaties, tariffs, and agreements that took place between the United States and other Nations in the 1800s **Explain** how each of these changed America's relationship with other nations	**Treaty of Paris Activity** **Treaty of Ghent Activity** **Convention of 1818 Activity** **Adams Onis Treaty Activity**
6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. **Research and Explain** the growing resistance to slavery in	**Nat Turner Rebellion Activity**

the 1800s as well the role that New Jersey played in the Undergroud railroad	
6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war. **Define** the term Manifest Destiny **Explore** and **Research** the various ways in which Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war (Ex. Annexation of Texas, Negotiating Oregon at the 49th Parallel, Mexican War) **Present** the research findings to the class	**Mexican War Project**
6.1.8.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural	**Everything You Need To Ace American History**

conflicts resulted. **Define** the different ethnic groups that immigrated to the United States **Research** and **Summarize** why the different ethic groups migrated to the United States **Discuss** why conflicts resulted due to the increase in migration	

Key Vocabulary
Thomas Jefferson, Midnight Judges, Marbury v. Madison, Judicial Review, Louisiana Purchase, Merriweather Lewis, William Clark, Embargo Act of 1807, War of 1812, Industrial Revolution, Interchangeable Parts, Telegraph, Steamboat, Steam Engine, Cotton Gin, Nationalism, Era of Good Feelings, American System, Sectionalism, Missouri Compromise of 1820, Monroe Doctrine, Henry Clay, John Quincy Adams, Andrew Jackson, Jacksonian Democracy,Tariff of Abominations, Second Bank of the United States, Nicholas Biddle, Whig Party, Panic of 1837, William Henry Harrison, Indian Removal Act, Trail of Tears, Oregon Country, Oregon Trail, Manifest Destiny, Tejas, Tejanos, Stephen Austin, Texas Revolution, Lone Star Republic, Mexican War, Gold Rush, Immigration, Nativists, First Teacher Training Schools, Antislavery Movement, Women's Rights Movement

Modifications/Accommodations for Special Education Students	**Accommodations for At-Risk Students**

- Modify activities/assignments/projects - Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Allow student to receive reading text in various forms (written, verbal, audio) - Pre-teach new vocabulary - Modify Content - Modify Amount of work given - Modify Assessment - Modify Homework - Re-teach skill if needed	- Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Small Group Instruction - Intervention/Remediation - Individual Intervention/Remediation - Additional Support Materials - Guided Notes - Graphic Organizers - Tutoring
Accommodations for English Language Learners	**Accommodations for Gifted Students**
- Grade 8 WIDA Can Do Descriptors: - Listening - Speaking - Reading - Writing - Oral Language	- Extended Activities (Assignments, Projects, Papers) - Option for alternative assignments - Higher level Reading - Higher Level Tests (Open Ended, Essay) - Individual Enrichment - Small Group Enrichment

Required Activities	Suggested Activities
● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation	● Projects Academic ● Academic Games ● Brain Breaks

Social Studies Unit (3) Grade 8	
Unit Title	Unit 3: Civil War and Reconstruction
Recommended Pacing	6 Weeks
Unit Overview	Students will acquire knowledge and skills in regards to the key causes of the Civil War, events that took place during the Civil War, and the events that took place during Reconstruction. Students will obtain this knowledge through reading, writing, research, projects, presentations, tests/quizzes.
Social Studies Practices	**Developing Questions and Planning Inquiry** Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from

various social science disciplines build understanding of the past, present and future; these inquiries investigate the
complexity and diversity of individuals, groups, and societies.

Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of
inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability
of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion
from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

Seeking Diverse Perspectives

Making sense of research findings requires thinking about what information is included, whether the information
answers the question, and what may be missing, often resulting in the need to complete additional research. Developing
an understanding of our own and others' perspectives builds understanding about the complexity of each person and the
diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups
of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as
national, regional, and global trends.

Developing Claims and Using Evidence

Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about

biases, application of analysis skills, and a willingness to revise conclusions based on the strength of
    evidence. Using
evidence responsibly

Presenting Arguments and Explanations

Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear
    communication.
Strong arguments contain claims with organized evidence and valid reasoning that respects the
    diversity of the world and
the dignity of each person. Writing findings and engaging in civil discussion with an audience
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process of thinking critically about conclusions and continued inquiry.

Engaging in Civil Discourse and Critiquing Conclusions

Assessing and refining conclusions through metacognition, further research, and deliberative
    discussions with diverse
perspectives sharpens the conclusions and improves thinking as a vital part of the process of
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citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and
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    seeking consensus.

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    After thoroughly investigating questions, taking informed action means building consensus about
possible actions and planning strategically to implement change. Democracy requires citizens to
practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When
appropriate, taking informed action involves creating and/or implementing action plans designed to
solve problems and create positive change

Supplemental Class Resources	http://www.brainpop.com/ http://www.njamistadcurriculum.net/ https://www.state.nj.us/education/cccs/2016/ela/ https://www.nj.gov/education/holocaust/curriculum/ https://www.docsteach.org/ http://www.loc.gov/teachers/ http://www.smithsoniansource.org/ http://www.digitalhistory.uh.edu/ https://www.history.com/ http://www.quizlet.com/ http://www.kahoot.it/ http://www.youtube.com/
District/School Formative Assessment Plan	- Teacher Observation - Presentations - Quizzes/Test - Portfolios - Group Projects/Discussions - Constructed Response - Speeches/Debates
Career Readiness, Life Literacies, and Key Skills Standards / Financial Literacy	Civic Financial Responsibility 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors. 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.

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- 9.1.8.FI.3: Evaluate the most appropriate financial institutions to assist with meeting various personal financial needs and goals.
- 9.1.8.FI.4: Analyze the interest rates and fees associated with financial products.
- 9.1.8.FP.5: Determine how spending, investing, and using credit wisely contributes to financial well-being.
- 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.
- 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.

Planning and Budgeting

- 9.1.8.PB.1: Predict future expenses or opportunities that should be included in the budget planning process.
- 9.1.8.PB.2: Explain how different circumstances can affect one's personal budget.
- 9.1.8.PB.3: Explain how to create a budget that aligns with financial goals.
- 9.1.8.PB.4: Construct a simple personal savings and spending plan based on various sources of income and different stages of life (e.g. teenager, young adult, family).

	9.1.8.PB.5: Identify factors that affect one's goals, including peers, culture, location, and past experiences. 9.1.8.PB.6: Construct a budget to save for short-term, long term, and charitable goals. 9.1.8.PB.7: Brainstorm techniques that will help decrease expenses including comparison shopping, negotiating, and day-to-day expense management. Risk Management and Insurance 9.1.8.RM.1: Determine criteria for deciding the amount of insurance protection needed. 9.1.8.RM.2: Analyze the need for and value of different types of insurance and the impact of deductibles in protecting assets against loss. 9.1.8.RM.3: Evaluate the need for different types of warranties. 9.1.8.RM.4: Explain the purpose of insurance products and the reasons for property product and liability insurance protection
Computer Science and Design Thinking (Technology)	8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices. 8.1.8.CS.2: Design a system that combines hardware and software components to process data. 8.1.8.CS.3: Justify design decisions and explain potential system trade-offs. 8.1.8.CS.4: Systematically apply troubleshooting strategies to identify and resolve hardware and software problems in computing systems. 8.1.8.NI.1: Model how information is broken down into smaller pieces, transmitted as addressed packets through multiple devices over networks and the Internet, and reassembled at the destination. 8.1.8.NI.2: Model the role of protocols in transmitting data across networks and the Internet and how they enable secure and errorless communication. 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems. 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events. 8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. 8.1.8.IC.2: Describe issues of bias and accessibility in the design of existing technologies. 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose

8.1.8.DA.2: Explain the difference between how the computer stores data as bits and how the data is displayed.
8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.
8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.
8.1.8.DA.5: Test, analyze, and refine computational models. Computer models can be used to simulate events, examine theories and inferences, or
 make predictions.
8.1.8.DA.6: Analyze climate change computational models and propose refinements.
8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode
8.1.8.AP.2: Create clearly named variables that represent different data types and perform operations on their values
8.1.8.AP.3: Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals
8.1.8.AP.4: Decompose problems and sub-problems into parts to facilitate the design, implementation, and review of programs.
8.1.8.AP.5: Create procedures with parameters to organize code and make it easier to reuse.
8.1.8.AP.6: Refine a solution that meets users' needs by incorporating feedback from team members and users.
8.1.8.AP.7: Design programs, incorporating existing code, media, and libraries, and give attribution.
8.1.8.AP.8: Systematically test and refine programs using a range of test cases and users.
8.1.8.AP.9: Document programs in order to make them easier to follow, test, and debug.
8.2.8.ED.1: Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
8.2.8.ED.3: Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).
8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team.
8.2.8.ED.5: Explain the need for optimization in a design process.
8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.
8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design

	process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches). 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues 8.2.8.ITH.2: Compare how technologies have influenced society over time. design it for another purpose. 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product. 8.2.8.ETW.1: Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs. 8.2.8.ETW.2: Analyze the impact of modifying resources in a product or system (e.g., materials, energy, information, time, tools, people, capital). 8.2.8.ETW.3: Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact 8.2.8.ETW.4: Compare the environmental effects of two alternative technologies devised to address climate change issues and use data to justify which choice is best. 8.2.8.EC.1: Explain ethical issues that may arise from the use of new technologies. 8.2.8.EC.2: Examine the effects of ethical and unethical practices in product design and development.
Diversity, Equity, and Inclusion	● 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.
Climate Change	● Economic decision involves setting goals, weighing costs and benefits and identifying the resources available to achieve those goals. ● 6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).
Holocaust Law	● 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. ● Primary/Secondary Source Analysis
LGBTQ/Disabilities Law	● 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. ● Primary/Secondary Source Analysis
Asian Americans/Pacific Islanders	● 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. ● Primary/Secondary Source Analysis

Unit 3 NJSLS Learning Plan	
NJ Student Learning Standards (What the students will know) I can…	**Exemplar Lessons and Activities**
6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. **Research** the most important events that lead to the Civil War (Kansas Nebraska Act, Bleeding Kansas, Fugitive Slave Act,	**Kansas Nebraska Act Webquest** **Dred Scott Activity** **Harpers Ferry Activity**

Dred Scott, Uncle Tom's Cabin, Harpers Ferry, Election of Abraham Lincoln, etc) **Summarize** each of these events in the form of a graphic organizer	
6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives. **Research** each of the major battles in the Civil War (Ex. The First Battle of Bull Run, Antietam, Gettysburg) **Summarize** each of these battles in the form of a graphic organizer or Google Slides Presentation	**Civil War Battles Webquest**
6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.	**[Costs of the Civil War (North and South)](#)**

Create a poster which showcase the losses of both the North and the South in the Civil War **Present** the posters as a class	
6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. **Define** and **Summarize** the 13th, 14th, and 15th Amendments by examining each amendment (Primary Source) **Research** and **Summarize** the effectiveness of these amendments in the history of the United States **Present** the findings to the class in the form of a group discussion	**13th, 14th, 15th Amendments (Primary Sources)**
6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.	**https://www.state.nj.us/education/amistad/**

Board Approved August 17, 2022

Create a museum which showcases the role of one of these groups in the Civil War **Present** the museum to the class	**54th Massachusetts Regiment** **Women in the Civil War**
6.1.8.HistpryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life. **Summarize** the Emancipation Proclamation and the Gettysburg address **Research** how both documents continue to impact American Life **Present** the findings in the form of a research paper	**Emancipation Proclamation Primary Source** **Gettysburg Address Primary Source**
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	**Civil War Technology Webquest**

technology). **Research** the various factors that affected the course and outcome of the Civil War (Ex. geography, natural resources, demographics, transportation, leadership, and technology) **Present** the findings in the form of a graphic organizer	
6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. **Research** Presidential Reconstruction and Congressional Reconstruction **Present** information on both types of reconstruction in the form of a Google Slides presentation	**Everything You Need To Ace American History (Pages 260-261)**

6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. **Research** the economic impact of Reconstruction on the southern states **Present** the findings in the form of a graphic organizer	**Reconstruction Guided Notes and R.A.C.E.S Prompt**
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. **Draft** an essay which argues the events that were most important in causing the Civil War	**Events that Lead to the Civil War Essay**

Key Vocabulary
Wilmot Proviso, Election of 1848, Compromise of 1850, The Fugitive Slave Act, Kansas Nebraska Act, Bleeding Kansas, Bleeding Sumner, Republican Party, Election of 1856, Dred Scott, Free-Soil Party, Lincoln-Douglas Debates, Harpers Ferry, John Brown, Election of 1860, Abraham Lincoln, Secession, Confederate States of America, Fort Sumter, Border States, First Battle of Bull Run, George McClelland, Ulysses S. Grant, Battle of Shiloh, Second Battle of Bull Run, Antietam, Emancipation Proclamation, Gettysburg, Virginia Campaign, Sherman's March to the Sea, William Sherman, Election of 1864, 13th Amendment, Appomattox Court House, Reconstruction,

Freedmen's Bureau, Lincoln's Assination, Ford's Theater, John Wilks Booth, Andrew Johnson, Johnson's Reconstruction, Black Codes, 14th Amendment, Radical Reconstruction, Impeachment, Election of 1868, Sharecropping, Ku Klux Klan, Carpetbaggers, Scalawags, The Panic of 1873, The Compromise of 1877, Redeemers, Plessy v. Ferguson

Modifications/Accommodations for Special Education Students	Accommodations for At-Risk Students
- Modify activities/assignments/projects - Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Allow student to receive reading text in various forms (written, verbal, audio) - Pre-teach new vocabulary - Modify Content - Modify Amount of work given - Modify Assessment - Modify Homework - Re-teach skill if needed	- Breakdown activities/assignments/projects/assessments into manageable units - Additional time to complete activities/assignments/projects/assessments - Provide an option for alternative activities/assignments/projects/assessments - Small Group Instruction - Intervention/Remediation - Individual Intervention/Remediation - Additional Support Materials - Guided Notes - Graphic Organizers - Tutoring
Accommodations for English Language Learners	**Accommodations for Gifted Students**
- Grade 8 WIDA Can Do Descriptors: - Listening - Speaking - Reading - Writing	- Extended Activities (Assignments, Projects, Papers) - Option for alternative assignments - Higher level Reading - Higher Level Tests (Open Ended, Essay) - Individual Enrichment

● Oral Language	● Small Group Enrichment
Required Activities	**Suggested Activities**
● Do Now/Warm-Up ● Closure ● Whole Group ● Small Groups ● Guided Practice ● Independent Practice ● PBIS Implementation ● Identify and review objectives for lesson ● Stations ● Intervention/Remediation	● Projects Academic ● Academic Games ● Brain Breaks

MOUNT HOLLY TOWNSHIP PUBLIC SCHOOL DISTRICT
PACING GUIDE

331 Levis Drive
Mount Holly, New Jersey 08060

Course Title: Social Studies
Grade(s): Eighth Grade

Unit	Weeks/Days	Standards/Assessment	Focus Skills
Unit 1	12 Weeks	6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.1.8.CivicsPI.3.c 6.1.8.CivicsPI.3.d 6.1.8.CivicsPD.3.a 6.1.8.CivicsHR.3.a 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c 6.1.8.EconET.a 6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.3.d 6.1.8.HistorySE.3.a	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. **Research** the various leadership and decisions made in the early years of the United States **Explain** how the leadership and decisions met the goals in the Constitution 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 over time. **Define** the Constitution of the United States **Categorize** the major components of the Constitution **Explain** the importance of each part of the Constitution 6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts. **Define/Explain** the powers and responsibilities of citizens, political parties, interests groups, and the media 6.1.8.CivicsPI.3.d: Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. **Define** the New Jersey and Virginia Plans **Research** and **Categorize** the major differences between the two plans **Discuss** the major importance of each plan

			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. **Explain** the compromise that was made in the creation and adoption of the Constitution and the Bill of Rights, by using evidence from scholarly sources **Discuss** as a class if the compromise was fair 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). **Research** the Alien and Sedition Acts **Explain** how and why constitutional civil liberties were impacted by the Alien and Sedition Acts 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States. **Define** the term Slavery **Research** how slavery impacted the United States politically and economically in the Early Republic 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals. **Research** slavery in the United States during the Early Republic **Explain** how slavery violated human rights and contradicted American ideals (Ex. Declaration of Independence, Constitution) in the form of a research paper 6.1.8.EconET.3.a: Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time. **Define** the word debt and the amount of debt the United States was in during the Early Republic **Explain** the effect that debt on the american people as well as the policies the government implemented to lower the debt 6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.

			Define the term Political Parties **Explain** the rise of political parties in the Early Republic (Ex. Federalists and Democratic Republicans) **Discuss** as a class political parties in the 21st century
			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. **Define** the Articles of Confederation and the Constitution **Categorize** the similarities and differences between the Articles of Confederation and the Constitution **Discuss** the similarities and differences between the two documents
			6.1.8.HistorySE.3.a: Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy. **Research and Explain** the various ways George Washington lead in the American Revolution as well as in his presidency and how they helped establish democracy in the United States

Unit 2	12 Weeks	6.1.8.CivicsDP.4.a 6.1.8.CivicsHR.4.a 6.1.8.GeoSV.4.a 6.1.8.EconET.4.a 6.1.8.EconET.4.a 6.1.8.EconNE.4.a 6.1.8.EconNE.4.b 6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.b 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d	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. **Define** Jacksonian Democracy **Research** and **Summarize** the way in which Jacksonian Democracy expanded voting rights during Andrew Jackson's Presidency **Discuss** the research findings as a class 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. **Create** an invidual newspaper article showcasing the various ways education, women's rights, and slavery were reformed in the 1800s (Ex. Creation of Teacher training schools, Anti-Slavery Movement in the 1830s, Womens Right Movment). Students pick one of these topics. **Present** the newspaper articles in front of the class in order to teach each student as to how education, women's rights, and slavery were reformed in the 1800s 6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans. **Define** the Indian Removal Act and the Trail of Tears **Research** and **Map** the original settlement of the Native American's in the North East as well as where they were relocated in the West 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. **Summarize** the debates on the national bank, currency, and tariffs **Discuss** as a class how each of these met the economic challenges facing the New Nation 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. **Summarize and Illustrate** the Louisiana Purchase and it's major impact on the United States **Explore** and **Research** Lewis and Clark Expedition **Present** the research in the form of a Google Slides Presentation, Short Story, Movie, Podcast, etc. 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. **Define** the steamboat,national road, canals, and the Transcontinental Railroad **Research** one of these technological developments as a group **Present** the findings in the form of a poster 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. **Define** the major technological advances from the 1800s (Ex. Cotton Gin, Steamboat, telegraph, interchangeable parts) **Categorize and Research** how each invention affected the various social classes in the United States during the 1800s (Ex. Slaves, Factory Workers) 6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements. **Categorize and Research** various policies, treaties, tariffs, and agreements that took place between the United States and other Nations in the 1800s

			Explain how each of these changed America's relationship with other nations
			6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
			Research and Explain the growing resistance to slavery in the 1800s as well the role that New Jersey played in the Undergroud railroad
			6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
			Define the term Manifest Destiny
			Explore and **Research** the various ways in which Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war
			(Ex. Annexation of Texas, Negotiating Oregon at the 49th Parallel, Mexican War)
			Present the research findings to the class
			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.
			Define the different ethnic groups that immigrated to the United States
			Research and **Summarize** why the different ethic groups migrated to the United States
			Discuss why conflicts resulted due to the increase in migration
Unit 3	12 Weeks	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.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.

| | | 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 | **Research** the most important events that lead to the Civil War (Ex. Kansas Nebraska Act, Bleeding Kansas, Fugitive Slave Act, Dred Scott, Uncle Tom's Cabin, Harpers Ferry, Election of Abraham Lincoln, etc)
Summarize each of these events in the form of a graphic organizer

6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.
Research each of the major battles in the Civil War (Ex. The First Battle of Bull Run, Antietam, Gettysburg)
Summarize each of these battles in the form of a graphic organizer or Google Slides Presentation

6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
Create a poster which showcase the losses of both the North and the South in the Civil War
Present the posters as a class

6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
Define and **Summarize** the 13th, 14th, and 15th Amendments by examining each amendment (Primary Source)
Research and **Summarize** the effectiveness of these amendments in the history of the United States
Present the findings to the class in the form of a group discussion

6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.
Create a museum which showcases the role of one of these groups in the Civil War
Present the museum to the class

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

			Summarize the Emancipation Proclamation and the Gettysburg address **Research** how both documents continue to impact American Life **Present** the findings in the form of a research paper 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). **Research** the various factors that affected the course and outcome of the Civil War (Ex. geography, natural resources, demographics, transportation, leadership, and technology) **Present** the findings in the form of a graphic organizer 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. **Research** Presidential Reconstruction and Congressional Reconstruction **Present** information on both types of reconstruction in the form of a Google Slides presentation 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. **Research** the economic impact of Reconstruction on the southern states **Present** the findings in the form of a graphic organizer 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. **Draft** an essay which argues the events that were most important in causing the Civil War