

**ROBBINSVILLE PUBLIC SCHOOLS**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**Department**

**8th Grade Social Studies**

**Board of Education**

Mr. Vito Galluccio, President  
Mr. Richard Young, Vice President  
Mrs. Lauren Paluzzi  
Mr. Christopher Emigholz  
Mr. Scott Veisz

Mrs. Kerriann Fox  
Mrs. Maxine Fox  
Mrs. Tanya Lehmann  
Mr. Jai Gulati  
Mr. Brian Betze, Superintendent

**Curriculum Writing Committee**

Katie Manning

**Supervisors**

Dr. Stephen Wisniewski

**BOARD OF EDUCATION INITIAL ADOPTION DATE:**

### Course Philosophy

Every individual develops intellectually through a mix of independent and collaborative inquiry. Providing students with the opportunity to explore events in US History that helped create this nation allows for the growth of effective citizens that will understand why the nation has developed in the way that it has and provide them with the tools to question and participate in the future of this nation. This course has a semester of Civics embedded which provides students with a deeper understanding of the role of the citizen in our government and an in depth examination of our founding documents and their importance in a government “for the people, by the people.”

### Course Description

The 8th Grade US History Course is designed to provide students with an in-depth knowledge of the roots of American Democracy. Students will explore why the colonists rebelled against colonial authority and how economic, political, racial and social factors impacted the development of the United States. They will investigate key concepts that led to the creation and ratification of the Constitution and the challenges that will face this new government. They will compare Constitutional issues of the young nation to that of today. Students will experience the factors that led to the creation of the unique national identification that developed and the sectional and political issues that tear the country apart and lead to Civil War. The course will conclude by examining how the country begins to try to mend in the Post-Civil War era.

### Core and Supplemental Instructional Materials

Core Materials	Supplemental Materials
<ul style="list-style-type: none"><li>• <i>History Alive</i> textbook (In class only)</li><li>• Primary Source Materials</li><li>• Teacher-created materials</li><li>• <i>Newsela</i></li></ul>	<ul style="list-style-type: none"><li>• Atlas Activities</li><li>• <a href="#">Library of Congress Primary Source Sets</a></li><li>• <i>Stanford History Education Group</i></li><li>• <a href="#">Smithsonian History Explorer</a></li><li>• <a href="#">Stanford Civic Online Reasoning</a></li><li>• <a href="#">Harvard Business School Case Method Project</a></li></ul>

Practices/Skills		
Skill Group	Historical Thinking Skill	Description
Chronological Reasoning	Causation	Describe causes or effects of a specific historical development or process. Explain the relationship between causes and effects of a historical development or process. Explain the difference between primary and secondary causes, as well as short- and long-term effects. Explain the relative historical significance of different causes and effects.
	Continuity and Change Over Time	Describe and explain patterns of continuity and change over time. Explain the relative historical significance of historical developments in relation to a larger pattern of continuity and change.
	Periodization	How and why historians organize history into periods. Explaining how historical events are grouped into periods, identifying turning points in history, analyzing models of periodization
Comparison & Contextualization	Contextualization	Describe an accurate historical context for a specific historical development or process. Explain how a relevant context influenced a specific historical development or process. Use context to explain the relative historical significance of a historical development or process. In grades 6-8, this is done specifically in terms of document evaluation. In grades 9-11, this is accomplished both in document analysis and the analysis of larger global events.
	Comparison	Describe similarities and differences between historical developments or processes. Explain relevant similarities and differences between historical developments and processes. Explain the relative historical significance of similarities and differences between historical developments or processes.
Close Reading	Analyzing Evidence: Content, Sourcing and Corroboration	Examining a primary source and determining the author's position in a historical event and their purpose, point of view, audience and historical context
	Interpretation	Analyzing secondary sources--those in which a historian is interpreting the past. Examine a secondary source and describe the author's argument, the quality of support provided by the author and their supporting evidence and the relationship to other historical interpretations.
Historical Research	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.
Crafting Historical Arguments from Historical Evidence	Developing Claims and Using Evidence (Historical Argumentation)	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 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.
Synthesizing Information	Synthesis	Bringing multiple elements together by making connections between different time periods, events, people, cultures, locations and perspectives. Connections between different historical issues across time and location as well as different historical themes..
	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.
	Ethical Dimensions	Consideration of the ethical implications of historical events, consider the ethical responsibility to study particular events. Understand the differences between our ethical universe and those of previous societies. Demonstrating an awareness of utilizing modern ethical standards to evaluate historical events.

**Robbinsville Public Schools**  
**Scope, Sequence, Pacing and Assessment**

**8th Grade Social Studies**

Unit Title	Unit Understandings and Goals	Pacing	Assessments
Unit 1: Creating a Nation	The war for independence was the result of growing ideological, political, geographic, economic, and religious tensions resulting from Britain's centralization policies and practices. The United States Constitution and Bill of Rights were designed to provide a framework for the American system of government, while also protecting individual rights. Debates about individual rights, states' rights, and federal power shaped the development of the political institutions and practices of the new Republic.	20 Blocks	<b>Formative:</b> Journals, Topical Tests/Quizzes, SPEC Analysis, Written Assignments, Oral Presentations, Observations, Participatory Rubrics, Role Play, 12-Word Summary, Reflective Summary, Interviews, Minute Papers, Concept Tests, Structured Pair Work, Collective Definitions of Success Criteria, RaP Sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Consensus Building Sessions, Simulations, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark Discussions/Conferencing, <a href="#">RPS Formative Assessment Resources</a>
			<b>Summative:</b> Unit Project, Portfolios: combination of online notebooks and physical artifacts of unit work, Quantitative & Qualitative Analysis, Unit Exam, FRQ/DBQ, Discussion Protocol Results, Oral Presentations, Mapping Activities, Extended writing assignments
			<b>Common Benchmark Assessments (mid/end of course)</b> Unit Assessments, Unit Projects, Student Growth Assessments
			<b>Alternative Assessments:</b> modifications and accommodations based on student need, Visual Discovery Activity, Problem Solving Group Activity, Social Studies Skill Builder, Reenactment & Reflection, Experiential Exercise, Timeline Activity, Writing for Understanding, Geography Challenges, Response Groups
Unit 2: Civics in Action	The United States has a unique system of government with powers shared by multiple levels of government. To be effective, this structure requires an active, educated populace. In this unit, students will take a deeper look at our government through the lens of an active citizen.	20 Blocks	<b>Formative:</b> Journals, Topical Tests/Quizzes, SPEC Analysis, Written Assignments, Oral Presentations, Observations, Participatory Rubrics, Role Play, 12-Word Summary, Reflective Summary, Interviews, Minute Papers, Concept Tests, Structured Pair Work, Collective Definitions of Success Criteria, RaP Sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Consensus Building Sessions, Simulations, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark Discussions/Conferencing, <a href="#">RPS Formative Assessment Resources</a>
			<b>Summative:</b> Unit Project, Portfolios: combination of online notebooks and physical artifacts of unit work, Quantitative & Qualitative Analysis, Unit Exam, FRQ/DBQ, Discussion Protocol Results, Oral Presentations, Mapping Activities, Extended writing assignments
			<b>Common Benchmark Assessments (mid/end of course)</b> Unit Assessments, Unit Projects, Student Growth Assessments

			<b>Alternative Assessments:</b> modifications and accommodations based on student need, Visual Discovery Activity, Problem Solving Group Activity, Social Studies Skill Builder, Reenactment & Reflection, Experiential Exercise, Timeline Activity, Writing for Understanding, Geography Challenges, Response Groups
Unit 3: A New Nation	The creation of the United States does not stand in isolation. After the creation of the Constitution, the young nation was challenged with making this experiment work. These challenges were both internal and external as the founding fathers navigated establishing the nation.	20 Blocks	<b>Formative:</b> Journals, Topical Tests/Quizzes, SPEC Analysis, Written Assignments, Oral Presentations, Observations, Participatory Rubrics, Role Play, 12-Word Summary, Reflective Summary, Interviews, Minute Papers, Concept Tests, Structured Pair Work, Collective Definitions of Success Criteria, RaP Sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Consensus Building Sessions, Simulations, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark Discussions/Conferencing, <a href="#">RPS Formative Assessment Resources</a>
			<b>Summative:</b> Unit Project, Portfolios: combination of online notebooks and physical artifacts of unit work, Quantitative & Qualitative Analysis, Unit Exam, FRQ/DBQ, Discussion Protocol Results, Oral Presentations, Mapping Activities, Extended writing assignments
			<b>Common Benchmark Assessments (mid/end of course):</b> Unit Assessments, Unit Projects, Student Growth Assessments
			<b>Alternative Assessments:</b> modifications and accommodations based on student need, Visual Discovery Activity, Problem Solving Group Activity, Social Studies Skill Builder, Reenactment & Reflection, Experiential Exercise, Timeline Activity, Writing for Understanding, Geography Challenges, Response Groups
Unit 4: Expansion & Reform	Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.  Multiple political, social, and economic factors caused American territorial expansion. The rapid expansion and transformation of the American economy contributed to regional tensions, social reform, political compromises, and an expansion of democratic practices.	20 Blocks	<b>Formative:</b> Journals, Topical Tests/Quizzes, SPEC Analysis, Written Assignments, Oral Presentations, Observations, Participatory Rubrics, Role Play, 12-Word Summary, Reflective Summary, Interviews, Minute Papers, Concept Tests, Structured Pair Work, Collective Definitions of Success Criteria, RaP Sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Consensus Building Sessions, Simulations, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark Discussions/Conferencing, <a href="#">RPS Formative Assessment Resources</a>
			<b>Summative:</b> Unit Project, Portfolios: combination of online notebooks and physical artifacts of unit work, Quantitative & Qualitative Analysis, Unit Exam, FRQ/DBQ, Discussion Protocol Results, Oral Presentations, Mapping Activities, Extended writing assignments
			<b>Common Benchmark Assessments (mid/end of course):</b> Unit Assessments, Unit Projects, Student Growth Assessments
			<b>Alternative Assessments:</b> modifications and accommodations based on student need, Visual Discovery Activity, Problem Solving Group Activity, Social Studies Skill Builder, Reenactment & Reflection, Experiential Exercise, Timeline Activity, Writing for Understanding, Geography Challenges, Response Groups

Unit 5: Civil War	<p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.</p> <p>The Civil War was caused by ideological, economic, and political differences about the future course of the nation. Efforts to reunite the country through Reconstruction were contested, resisted, and had long-term consequences.</p>	20 Blocks	<p><b>Formative:</b> Journals, Topical Tests/Quizzes, SPEC Analysis, Written Assignments, Oral Presentations, Observations, Participatory Rubrics, Role Play, 12-Word Summary, Reflective Summary, Interviews, Minute Papers, Concept Tests, Structured Pair Work, Collective Definitions of Success Criteria, RaP Sheet, Exit Slip, Turn and Talk, Gallery walks, Jigsaw, Kahoot/Quizzlet, Debate, Consensus Building Sessions, Simulations, Reflective Summaries, Open-Note Assessments, Chapter Level Assessments, Project Benchmark Discussions/Conferencing, <a href="#">RPS Formative Assessment Resources</a></p> <p><b>Summative:</b> Unit Project, Portfolios: combination of online notebooks and physical artifacts of unit work, Quantitative &amp; Qualitative Analysis, Unit Exam, FRQ/DBQ, Discussion Protocol Results, Oral Presentations, Mapping Activities, Extended writing assignments</p> <p><b>Common Benchmark Assessments (mid/end of course):</b> Unit Assessments, Unit Projects, Student Growth Assessments</p> <p><b>Alternative Assessments:</b> modifications and accommodations based on student need, Visual Discovery Activity, Problem Solving Group Activity, Social Studies Skill Builder, Reenactment &amp; Reflection, Experiential Exercise, Timeline Activity, Writing for Understanding, Geography Challenges, Response Groups</p>
-------------------	--	--------------	--

# Robbinsville Public Schools

## Unit 1: Creating a Nation

### Enduring Understandings:

- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economical, and cultural rights.
- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.
- Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals
- Chronological sequencing helps us understand the interrelationship of historical events.
- Historical events and developments are shaped by social, political, cultural, technological, and economical factors.
- Political, economical, intellectual, social and cultural circumstances and ideas both change and stay the same over time.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Examining historical sources may answer questions but may also lead to more questions.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
- To better understand the historical perspective, one must consider historical context.
- Historical sources and evidence provide an understanding of different points of view about historical events.
- Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

### Essential Questions:

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?
- What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?

### Interdisciplinary Connections

NJSLS Math A. Summarize, represent, and interpret data on a single count or measurement variable 1. Represent data with plots on the real number line (dot plots, histograms, and box plots).

Students will be able to create a colonial census using data provided to compare the populations of the former colonies. They will use this data to determine impact on representation both at the Convention and in the new government.



Standard Number & Description		Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.12.CivicsPI.1.a:	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.	Guiding Questions: Was colonial America a democratic society?  Were the colonists justified in resisting British policies after the French and Indian War (1754–1763)?	Revolutionary War: Revolutionary War Causes Chart  Mapping Activity of Revolutionary War	<i>History Alive</i> reading selections  <i>Newsela</i> resources: ● <a href="#">8th: Unit 1-Creating a Nation</a>  <a href="#">Stanford History Educational Group</a>  <a href="#">PBS Learning Media</a>	<a href="#">RPS Formative Assessment Resources</a>  Customized Project Rubrics (provided in advance)  Written tests and quizzes  Geographical assessments
6.1.8.GeoSV.3.a:	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.	Were the origins of the American Revolution primarily economical or ideological?  Were the colonists' responses to the Stamp Act (1765) justified?	Mini Treaty of Paris Simulation  Constitution: What is the Purpose of Gov't Activity?	Gilder Lehrman: ● <a href="#">American Revolution Lessons</a> ● <a href="#">Civics</a>  <a href="#">The Avalon Project: Documents in Law, History &amp; Diplomacy--18th Century</a>	Primary source analysis Summarizations/Reflections Discussion question responses
6.1.8.HistoryCC.3.a:	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	How did the Stamp Act Congress pave the road for American independence?  Is violence a sound strategy to bring about significant political and social change? (Case studies to help examine this question could include: the Stamp Act riots [1765], the Boston Massacre [1770], the Boston Tea Party [1773], and the battles of Lexington and Concord [1775].)	Simulated Federal Convention  Illustrated Graphic Organizer of Gov't	Utilizing the Bill of Rights: ● determine which rights are most essential to a successful democracy ● Students use a graphic organizer to break out the writing process	Projects FRQ/DBQ
6.1.8.HistoryUP.3.a:	Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	Should the British Parliament's response to colonial violence be viewed as "coercive" or "intolerable"?		Group Discussion Assessment	
6.1.8.HistoryUP.3.b:	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.	Was the American colonists' movement for independence "common sense"?  Would you have been a revolutionary in 1776?  How does geography impact the outcome of the American Revolution?  What does the Declaration of Independence accomplish in both the short and long term?	<a href="#">Discussion Protocols:</a> ● Carousel Brainstorm ● Open Space ● Whip-Around ● Focusing Four	HIPPO/HAPPY Secondary document analysis  Primary source analysis  <i>EBSCOHost</i> resources  <i>Salem Press</i> resources  <i>Facts on File</i>  <i>Jersey Clicks</i> Resources	Rubric-based presentations

6.1.8.HistoryUP.3.c:	Analyze how the terms of the Treaty of Paris affected United States' relations with Native Americans and with European powers that had territories in North America from multiple perspectives.	How do traits like bravery and resilience impact the leadership of both the colonists and the British?	<ul style="list-style-type: none"> <li>• Nominal Group Technique</li> <li>• Concentric Circles</li> <li>• Fishbowl</li> <li>• Think-Pair-Share</li> <li>• Four Corners</li> <li>• Jigsaw</li> <li>• Chalk Talk</li> <li>• World Cafe</li> <li>• Four A's</li> <li>• Final Word</li> <li>• Socratic Seminar</li> <li>• Data-Driven Dialogue</li> <li>• Looking at Student Work</li> <li>• Consultancy Protocol</li> <li>• Tuning Protocol</li> </ul>	<i>ABC-CLIO</i> eBooks  <i>Mackin</i> eBooks  <i>Infobase</i> eBooks  <i>Project Gutenberg</i>  <i>Khan Academy</i> videos  <i>Voices from the Past</i> audio files  <a href="#">Harvard Business School: Case Method Project</a>	
6.1.8.HistorySE.3.b:	Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	How is it possible, given the clear disadvantages of the colonists, that the Americans were able to win the Revolution?			
6.1.12.HistoryUP.2.a:	Using primary sources, describe the perspectives of African Americans, Native Americans, and women during the American Revolution and assess the contributions of each group on the outcome of the war.	<p>Determine the key features of an effective government.</p> <p>Determine how the Articles of Confederation was not sufficient to meet the needs of the new nation.</p>			
6.1.8.CivicsPD.3.a:	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	Evaluate how the Founding Fathers utilized existing government structures and philosophies to create a government for the people, by the people, and of the people.	<p>Close Reading/ Discussion/ Note-taking</p>		
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.	<p>Examine the elimination of state charters and the creation of State Constitutions.</p> <p>Consider and analyze the relationship between and role of Three Branches of Government, republic, democracy, Separation of Powers, checks &amp; balance and Federalism.</p>	<p>Historical Thinking Skill Application</p> <p><i>SPEC analysis:</i> social, political, economical, cultural relevance</p>		
6.3.8.CivicsPI.2:	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).	Examine the flexibility of the Constitution identifying ways in which it changes formally and informally, considering the intentionally vague nature of some articles.	<p>Modified <i>Harvard Case Studies</i>:</p> <ul style="list-style-type: none"> <li>• James Madison, the “Federal Negative,” and the “Making of the U.S. Constitution (1787)”</li> </ul>		
6.3.8.CivicsPD.3:	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.	Evaluate the compromises and sacrifices made by different interest groups during the creation of the Constitution.			

6.3.8.Civics PI.1:	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve	Examine how political parties develop out of the natural tendencies of like-minded people to come together.  The continued struggle for power between state level government and the national government shapes policies and precedents that continue to impact the nation today.			
6.1.8.History CC.3.d:	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.	Federalist principles in each branch of government expand the power of the national government in the early years of the republic.  Several key amendments to the Constitution will be necessary to allow the federal government to successfully govern.			

**Robbinsville Public Schools**  
**Unit 2: Civics in Action**

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Political and civil institutions impact all aspects of people's lives.</li> <li>● Governments have different structures which impact development (expansion) and civic participation.</li> <li>● Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</li> <li>● The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</li> <li>● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economical, and cultural rights.</li> <li>● Social and political systems have protected and denied human rights (to varying degrees) throughout time.</li> <li>● Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.</li> <li>● Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</li> <li>● Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?</li> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How have economical, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economical reasoning to make difficult choices about scarce resources?</li> <li>● What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>● How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p>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). Students will create a proposal for a solution to a real-world problem that includes technical specifications and graphic representation of their solution.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
-------------------------------	---------------------------------------	---------------------	---------------------------------------	-----------------------

6.1.8.Civ icsPI.3.c:	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	Guiding Questions: Citizenship: <ul style="list-style-type: none"> <li>What is a “citizenship”?</li> <li>What are the essential attributes of a citizen?</li> <li>Who, by law, is a citizen?</li> <li>Who are resident aliens?</li> <li>How does an immigrant become a citizen?</li> </ul> What rights and responsibilities does a citizen have that a non-citizen (resident alien) does not have?	<b>Benchmark Assignment(s):</b> <ul style="list-style-type: none"> <li>Create an infomercial on how our government works</li> <li>Create a fully researched action plan to impact an issue of public policy</li> </ul> Students will identify and discuss a variety of community issues, engaging in comprehensive research and analysis of the issues, utilizing appropriate reading, writing, and informational literacy skills.	<a href="#"><i>iCivics: Citizen Me</i></a>  <i>NJ Center for Civic Education: <a href="#">What is a Citizenship?</a> <a href="#">Who is a Citizen?</a></i>  <i>U.S Citizenship &amp; Immigration Services: <a href="#">Citizenship &amp; Naturalization in the US</a></i>  <i>National Archives:</i> <ul style="list-style-type: none"> <li><a href="#">Analyzing Einstein’s Citizenship Application</a></li> <li><a href="#">Exploring America’s Diversity: Luther Powell</a></li> <li><a href="#">Analyzing Rick Rescorla’s Petition for Naturalization</a></li> </ul> <a href="#">League of Municipalities Local Government in New Jersey</a>  <i>NJ Center for Civic Education: <a href="#">New Jersey’s Powerful Governor</a> <a href="#">New Jersey Legislature</a> <a href="#">New Jersey Judiciary</a></i>  <a href="#">NJ State House Tour and teacher resources</a>  <a href="#">State House Express</a> - The Eagleton Institute of Politics offers funding for NJ State House tours by classes.	<a href="#">RPS Formative Assessment Resources</a>  Customized Project Rubrics (provided in advance)  Written tests and quizzes  Geographical assessments  Primary source analysis  Summarizations/Reflections  Discussion question responses  Projects  FRQ/DBQ  Rubric-based presentations
6.1.8.Civ icsPI.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.	How do the three branches of government function at the local and state level in New Jersey?  How well does federalism resolve the competing demands of limiting government power and the need for efficiency in government?	Issues will be prioritized based on their scope, duration, impact and feasibility. Students will appreciate the value of reaching consensus regarding which issue(s) to prioritize of the issues identified.		
6.1.12.Hi storyUP.2.c:	Explain why American ideals put forth in the Constitution have been denied to different groups of people throughout time (i.e., due process, rule of law and individual rights).	How do ideas become laws or rules at local, state and national levels?  How does federalism distribute government authority at the national, state, and local levels? How does the government function in New Jersey and in your local community and school district?			
6.1.12.Hi storySE.2.a:	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.	Public Policy: <ul style="list-style-type: none"> <li>How can individuals and civil society influence public policy?</li> <li>What is public policy?</li> </ul>			
6.3.8.Civ icsHR.1:	Construct an argument as to the source of human rights and how they are best protected.	Civil Society: <ul style="list-style-type: none"> <li>What is civil society?</li> <li>How do individuals and institutions of civil society, such as interest groups, fraternal groups, business groups, etc. Influence public policy?</li> <li>How have those without full political rights (women before 1920, minorities before the Civil Rights Movement) affected change?</li> </ul>	<b>Discussion Protocols:</b> <ul style="list-style-type: none"> <li>Carousel Brainstorm</li> <li>Open Space</li> <li>Whip-Around</li> <li>Focusing Four</li> <li>Nominal Group Technique</li> <li>Concentric Circles</li> <li>Fishbowl</li> <li>Think-Pair-Share</li> <li>Four Corners</li> <li>Jigsaw</li> </ul>		
6.3.8. Civic sPI.3:	Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media	How can I engage with others to improve my local, state, national and/or global community?			

	in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.	What kinds of issues are appropriate for government action, and at what level?  How can a group reach a consensus regarding a public policy issue?  How can I identify problems that are important to be addressed at the local, state, national and/or global level?  Are the proposed solutions constitutional according to either the U.S. or state constitutions?  What matters to me and why?	<ul style="list-style-type: none"> <li>● Chalk Talk</li> <li>● World Cafe</li> <li>● Four A's</li> <li>● Final Word</li> <li>● Socratic Seminar</li> <li>● Data-Driven Dialogue</li> <li>● Looking at Student Work</li> <li>● Consultancy Protocol</li> <li>● Tuning Protocol</li> </ul>	<a href="#">iCivics: Court Quest</a>  <i>NJ Center for Civic Education: <a href="#">What is public policy?</a></i>  <i>Gettingsmart: <a href="#">Strategies for teaching public policy</a></i>  <i>NJ Center for Civic Education: <a href="#">Identifying Community Issues</a></i>	
6.3.8.CivicsPR.1:	Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England and the North American colonies.	Do civil society and/or private initiatives have a role, or should the solution rely solely on government?	Close Reading/ Discussion/Note-taking	<i>Newsnum: <a href="#">Identifying community issues</a></i>	
6.3.8.CivicsPR.5:	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.	How can the Universal Declaration of Human Rights help us to identify important issues at the state, local or national level?	Historical Thinking Skill Application	<i>Project Citizen</i> <i>Generation Citizen</i> <i>Youth-Led Participatory Action Research</i>	
6.3.8.CivicsPI.4:	Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.	Why are issues involving climate change and the environment critical?  How do issues of economic justice involve human rights?  What are the skills necessary for influencing public policy?	Modified Harvard Case	<i>Human Rights Educators USA: <a href="#">Service Learning for Human Rights Education</a></i>  <i>NJ Dept. of Education <a href="#">NJ Climate Change Education Resources</a></i>	
6.1.12.HistorySE.2.a:	Construct responses to arguments in support of new rights and roles for women and for arguments explaining the reasons against them.	What are the possible alternative solutions to the problem and which solution is the best?  How can the appropriate branch or agency of government with authority to address an important issue be identified?		<i>Agency for Toxic Substances and Disease Registry: <a href="#">Identifying risks</a></i>	
6.3.8.CivicsPD.1:	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	Why are digital tools, research skills, media literacy skills and active listening skills important for civic participation?  Issues and Solutions:		<i>NJ Center for Civic Education: <a href="#">Selecting an Issue</a></i>  <i>NJ Center for Civic Education: <a href="#">Media Literacy</a></i>	

6.3.8. Civic sPD. 2:	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.	<ul style="list-style-type: none"> <li>Why is it important to consider several alternative solutions to an important issue?</li> <li>How can the best solution to an important issue be selected?</li> </ul>		<p><i>NJ Center for Civic Education:</i> <a href="#">Suggested Practices--Active Listening/Civil Discourse</a></p>	
6.3.8. Civic sPD. 3:	Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.	<p>Civics:</p> <ul style="list-style-type: none"> <li>What is the value of civic engagement?</li> <li>What might happen if citizens do not participate in democratic government at the local, state, or federal levels?</li> <li>What can individuals do to help ensure that the American experiment with democracy continues?</li> <li>How does civic participation help our democracy evolve?</li> <li>What are the benefits of civic participation in a democracy?</li> </ul>		<p><i>NJ Center for Civic Education:</i> <a href="#">Selecting the best solution</a></p> <p><i>iCivics:</i> <a href="#">Identifying local solutions</a></p>	
6.3.8. Civic sDP. 1:	Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.	<p>Key Concepts/Skills:</p> <p>Citizenship is a relationship between an individual and a state to which the individual owes allegiance and in turn is entitled to its protection.</p>		<p><i>NJ Center for Civic Education:</i> <a href="#">How can individuals and groups bring their concerns to public policymakers?</a></p>	
6.3.8. Civic sPR.4 :	Use evidence and quantitative data to propose or defend a public policy related to climate change.	<p>Each nation determines the conditions under which it will recognize persons as its citizens, and the conditions under which that status will be extended or withdrawn. Citizens have additional rights and responsibilities that non-citizens do not possess.</p>		<p><i>Scholastic:</i> <a href="#">Persuasive letter writing rubric:</a></p> <p><i>iCivics:</i> <a href="#">Local Solutions Civic Action Plan</a></p>	
		<p>Local government includes school boards, municipalities, and counties; each with specific authority.</p> <p>The New Jersey Constitution delegates certain powers and responsibilities to local governments and school boards.</p> <p>State government includes three branches--executive, legislative and judicial--with separate powers and checks and balances.</p> <p>Decisions made by local and state governments have an enormous impact on our lives.</p>		<p><i>NJ Center for Civic Education:</i> <a href="#">Presenting your class plan</a></p> <p><i>NJ Center for Civic Education:</i> <a href="#">Student Reflections</a></p> <p><i>NJ Center for Civic Education:</i> <a href="#">Why should individuals participate in civic life?</a></p> <p><i>The New York Times</i> video: <a href="#">The Power to Change the World</a></p>	



		<p>Public policy includes the decisions, commitments and actions made by those who hold or affect government positions.</p> <p>Public policies are often embodied in laws, rules or regulations.</p> <p>Civil society includes media, voluntary organizations and interest groups, which mediate between individuals and government.</p> <p>Individuals and civil society can influence public policy outcomes by speaking with their elected representatives and lobbying for change.</p> <p>A fully researched and analyzed solution to a contemporary public policy issue helps students to develop important literacy, problem-solving and critical thinking skills.</p> <p>Developing an action plan to have a public policy solution implemented by an appropriate governmental agency develops civic skills and positive civic attitudes.</p> <p>Key Vocabulary:  Allegiance, Citizenship, Citizen, Immigrant, Legal Permanent Resident, Naturalization, Obligations , Resident Alien, Responsibilities, Appellate Court, Civil suit, County Commissioners, Defendant, Municipality, Ordinance, Plaintiff, School Board, Trial Court, Civil Society, Interest Groups, Public Policy, Duration, Economic Justice, Feasibility, Human Rights, Intensity, Resources, Scope, Action Plan, Advocating, Alternatives, Bias, Credibility, Government Agency, Presentation, Solutions, Benefits, Civic Engagement, Civic Skills, Cohesiveness, Participation, Reflection</p>		<p><i>Center for Civic Education</i>  video: <a href="#">Project Citizen International Documentary “The World We Want”</a></p> <p><i>Newsela:</i></p> <ul style="list-style-type: none"> <li>● <a href="#">8th: Unit 2: Civics in Action</a></li> </ul> <p>Gilder Lehrman:</p> <ul style="list-style-type: none"> <li>● <a href="#">Civics</a></li> </ul>	
--	--	---	--	---	--



# Robbinsville Public Schools

## Unit 3: A New Nation

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</li> <li>• Social and political systems have protected and denied human rights (to varying degrees) throughout time.</li> <li>• Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</li> <li>• Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals</li> <li>• Chronological sequencing helps us understand the interrelationship of historical events.</li> <li>• Historical events and developments are shaped by social, political, cultural, technological, and economical factors.</li> <li>• Political, economical, intellectual, social and cultural circumstances and ideas both change and stay the same over time.</li> <li>• Historical contexts and events shaped and continue to shape people's perspectives.</li> <li>• Examining historical sources may answer questions but may also lead to more questions.</li> <li>• Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.</li> <li>• To better understand the historical perspective, one must consider historical context.</li> <li>• Historical sources and evidence provide an understanding of different points of view about historical events.</li> <li>• Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>• How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?</li> <li>• What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>• How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>• How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?</li> </ul>
<p align="center"><b>Interdisciplinary Connections</b></p> <p>NJSLS Math B. Make inferences and justify conclusions from sample surveys, experiments, and observational studies 6. Evaluate reports based on data</p> <p>Students will be able to analyze American manufacturing and agrarian output to justify whether the US should follow Hamilton's or Jefferson's plan for the new republic.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
-------------------------------	---------------------------------------	---------------------	---------------------------------------	-----------------------

6.1.8.Civics PI.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.	Guiding Questions: What is the role of political parties in American Democracy?  Can the government limit rights that are guaranteed by the Bill of Rights?	<b>Benchmark Assignment:</b> <i>Manufacturing vs. Agriculture:</i> Students will analyze the costs/benefits of focusing and supporting either manufacturing or Agriculture in a Graphic Organizer and then debate as a class.	<i>History Alive</i> reading selections  <i>Newsela:</i> ● <a href="#">8th: Unit 3: A New Nation</a>  <a href="#">Stanford History Education Group</a>  <a href="#">PBS Learning Media</a>  <a href="#">Gilder Lehrman</a>  <a href="#">The Avalon Project: Documents in Law, History &amp; Diplomacy--18th Century</a>  Group Discussion Assessment  HIPPO/HAPPY Secondary document analysis  Primary source analysis  <i>EBSCOHost</i> resources  <i>Salem Press</i> resources  <i>Facts on File</i>  <i>Jersey Clicks</i> resources  <i>ABC-CLIO</i> eBooks  <i>Mackin</i> eBooks	<a href="#">RPS Formative Assessment Resources</a>  Customized Project Rubrics (provided in advance)  Written tests and quizzes  Geographical assessments  Primary source analysis  Summarizations/Reflections  Discussion question responses  Projects  FRQ/DBQ  Rubric-based presentations
6.1.8.Civics DP.3.a:	Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.	What is the relationship between Government and Economics? How does this expand during the early years of the Nation?  How does the Constitution fail to provide all of the necessary components to successfully govern?	<i>Research project:</i> Tracing the roots of America's Political Parties. Students will work in groups to research the major political parties of the United States from inception to today. These will be presented to class in multimedia formats.		
6.1.8.Civics HR.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).	What impact do regional differences play in the early development of the country?  What key events trigger the development of a national identity?	<u>Discussion Protocols:</u> ● Carousel Brainstorm ● Open Space ● Whip-Around ● Focusing Four ● Nominal Group Technique ● Concentric Circles ● Fishbowl ● Think-Pair-Share ● Four Corners ● Jigsaw ● Chalk Talk ● World Cafe ● Four A's ● Final Word ● Socratic Seminar ● Data-Driven Dialogue ● Looking at Student Work ● Consultancy Protocol ● Tuning Protocol		
6.1.8.Civics HR.3.b:	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.	What key events help bring about the end of the "Era of Good Feelings"?  How does the Jacksonian period expand democracy in the US?			
6.1.8.Civics HR.3.c:	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.	Do the actions of Andrew Jackson and other key leaders reflect the American ideals of equality and justice?			
6.1.8.History CC.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.	How does Manifest Destiny develop from the new National Identity post War of 1812?  What are the key events that lead the nation from "Sea to shining sea"?  Key concepts/skills: The government finds it necessary to limit the rights of citizens, regardless of what is "guaranteed" by the Constitution.	Close Reading/ Discussion/ Note-taking		

6.1.8.HistoryCC.3.c:	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.	Evaluate the economic and technological developments of the early republic and determine the impact they will have on the nation and its relationship with other countries.	Historical Thinking Skill Application  <i>SPEC analysis:</i> social, political, economical, cultural relevance	Infobase eBooks  <i>Project Gutenberg</i>  <i>Khan Academy</i> videos	
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.	Examine the ever changing role of slavery at a local and national level.  Utilize Google Slides to effectively enhance presentation of student-generated lessons on historical events when the US Government limited the rights of US Citizens.	Modified Harvard Case Studies: ● “In Detail: Debt & Paper Money in Rhode Island (1786)” ● “Battle Over a Bank: Defining the Limits of Federal Power Under a New Constitution (1791)”	<i>Voices from the Past</i> audio files  <a href="#"><i>Harvard Business School Case Method Project</i></a>	
6.1.12.HistoryCA.2.a:	Research multiple perspectives to explain the struggle to create an American identity.	Explore proper debate strategies employed to support claims in a collaborative setting.	● “Democracy, Sovereignty, and the Struggle over Cherokee Removal (1836)”		
6.1.12.CivicsPD.1.a:	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.	The War of 1812 empowers the national ego of US citizens.  Expanded role of political parties in the national political scene is enhanced by sectionalism, nullification, and the fight over the role of the Federal Government.	● “Banking and Politics in Antebellum New York (1838)” ● “Property, Suffrage, and the ‘Right of Revolution’ in Rhode Island, 1842”		
6.3.8.CivicsDP.2:	Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions)	The composition of political parties is altered by the increase in suffrage for the common man.	● “Debt and Democracy: The New York Constitutional Convention of 1846” ● “The Struggle Over Public Education in Early America (1851)”		
6.3.8.CivicsDP.3:	Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government	The actions of political figures should be assessed against current values, but also should take into account the era in which they occurred.  The removal of American Indians during this era is often considered amongst the greatest American atrocities. Examine how and why this took place.	● “A Nation Divided: The United States and the Challenge of Secession (1861)”		

6.1.8.Econ ET.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.	Examine the role of religion, economics, politics and social pressures on the Nation's expansion.			
-----------------------	--	---	--	--	--

# Robbinsville Public Schools

## Unit 4: Expansion and Reform

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>● Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.</li> <li>● Social and political systems throughout time have promoted and denied civic virtues and democratic principles.</li> <li>● Maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>● Resources impact what is produced and employment opportunities.</li> <li>● Advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.</li> <li>● To better understand the historical perspective, one must consider historical context.</li> <li>● Complex interacting factors influence people's perspective.</li> <li>● Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.</li> <li>● Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</li> <li>● The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</li> <li>● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</li> <li>● Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</li> <li>● Economic decision making involves setting goals and identifying the resources available to achieve those goals.</li> <li>● A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</li> <li>● Historical events and developments are shaped by social, political, cultural, technological, and economical factors.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>● How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>● How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>● How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>● How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?</li> <li>● What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>● How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>● How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>● How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?</li> </ul>
<p align="center"><b>Interdisciplinary Connection</b></p> <p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose Students will be able to compare and contrast the westward expansion and the population growth of America through data given</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
-------------------------------	---------------------------------------	---------------------	---------------------------------------	-----------------------

6.1.12.Civic sPI.3.a:	Analyze primary and secondary sources to determine the extent to which local and state issues, publications, and the rise of interest group and party politics impacted the development of democratic institutions and practices.	<p>Guiding Questions: What key events help bring about the end of the “Era of Good Feelings”?</p> <p>How does the Jacksonian period expand democracy in the US?</p> <p>Do the actions of Andrew Jackson and other key leaders reflect the American ideals of equality and justice?</p> <p>How does Manifest Destiny develop from the new National Identity post War of 1812?</p> <p>What are the key events that lead the nation from “Sea to shining sea”?</p> <p>How does the Second Great Awakening usher in a series of reform movements?</p> <p>How and why do the various reform movements differ from one region to the next?</p> <p>How does the antislavery movement develop momentum? What are some key setbacks?</p> <p>Is John Brown a hero or a martyr?</p> <p>Why is education critical to a successful democracy?</p> <p>Key Concepts/Skills: The expanded role of political parties in the national political scene is enhanced by sectionalism, nullification, and the fight over the role of the Federal Government.</p> <p>The composition of political parties is altered by the increase in suffrage for the common man.</p>	<p><b>Benchmark Assignment:</b> Position Paper - “Rights in Conflict”: Students will research a time in history when guaranteed rights have come into conflict with one another or the National interest. They will determine the contributing factors on each side and propose a path forward in a position paper.</p> <p><u>Discussion Protocols:</u></p> <ul style="list-style-type: none"> <li>• Carousel Brainstorm</li> <li>• Open Space</li> <li>• Whip-Around</li> <li>• Focusing Four</li> <li>• Nominal Group Technique</li> <li>• Concentric Circles</li> <li>• Fishbowl</li> <li>• Think-Pair-Share</li> <li>• Four Corners</li> <li>• Jigsaw</li> <li>• Chalk Talk</li> <li>• World Cafe</li> <li>• Four A’s</li> <li>• Final Word</li> <li>• Socratic Seminar</li> <li>• Data-Driven Dialogue</li> <li>• Looking at Student Work</li> <li>• Consultancy Protocol</li> <li>• Tuning Protocol</li> </ul> <p>Close Reading/ Discussion/ Note-taking</p> <p>Historical Thinking Skill Application</p> <p><i>SPEC analysis:</i> social, political, economical, cultural relevance</p> <p>Modified Harvard Case Studies:</p>	<p><i>History Alive</i> reading selections</p> <p>The DBQ Project:</p> <ul style="list-style-type: none"> <li>• How Free Were Free Blacks in the North</li> <li>• Was the United States Justified in Going to War w/ Mexico</li> <li>• What was Harriet Tubman’s Greatest Achievement?</li> </ul> <p><i>Newsela:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">8th: Unit 4-Expansion and Reform</a></li> </ul> <p><a href="#">Stanford History Education Group</a></p> <p><a href="#">PBS Learning Media</a></p> <p><a href="#">Gilder Lehrman</a></p> <p><a href="#">The Avalon Project: Documents in Law, History &amp; Diplomacy--18th Century</a></p> <p>Group Discussion Assessment</p> <p>HIPPO/HAPPY Secondary document analysis</p> <p>Primary source analysis</p> <p><i>EBSCOHost</i> resources</p>	<p><a href="#">RPS Formative Assessment Resources</a></p> <p>Customized Project Rubrics (provided in advance)</p> <p>Written tests and quizzes</p> <p>Geographical assessments</p> <p>Primary source analysis</p> <p>Summarizations/Reflections</p> <p>Discussion question responses</p> <p>Projects</p> <p>FRQ/DBQ</p> <p>Rubric-based presentations</p>
6.1.12.Civic s.PI.3.b:	Describe how the Supreme Court increased the power of the national government and promoted national economic growth during this era.				
6.1.12.Civic sDP.3.a:	Compare and contrast the successes and failures of political and social reform movements in New Jersey and the nation during the Antebellum period (i.e., the 1844 State Constitution, abolition, women’s rights, and temperance).				
6.1.12. CivicsDP.3. b:	Judge the fairness of government treaties, policies, and actions that resulted in Native American migration and removal.				
6.1.12. CivicsDP.3. c:	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.				
6.1.12.Geo SV.3.a:	Evaluate the impact of Western settlement on the expansion of United States political boundaries.				

6.1.12.Econ ET.3.a:	Relate the wealth of natural resources to the economic development of the United States and to the quality of life of individuals.	The actions of political figures should be assessed against current values, but also should take into account the era in which they occurred.	<ul style="list-style-type: none"> <li>● “Democracy, Sovereignty, and the Struggle over Cherokee Removal (1836)”</li> <li>● “Banking and Politics in Antebellum New York (1838)”</li> <li>● “Property, Suffrage, and the ‘Right of Revolution’ in Rhode Island, 1842”</li> <li>● “Debt and Democracy: The New York Constitutional Convention of 1846”</li> <li>● “The Struggle Over Public Education in Early America (1851)”</li> </ul>	<i>Salem Press</i> resources  <i>Facts on File</i>  <i>Jersey Clicks</i> resources  <i>ABC-CLIO</i> eBooks  <i>Mackin</i> eBooks  <i>Infobase</i> eBooks  <i>Project Gutenberg</i>  <i>Khan Academy</i> videos  <i>Voices from the Past</i> audio files  <a href="#">Harvard Business School: Case Method Project</a>	
6.1.12.Econ GE.3.a:	Analyze how technological developments transformed the economy, created international markets, and affected the environment in New Jersey and the nation.	The removal of American Indians during this era is often considered amongst the greatest American atrocities. Examine how and why this took place.  Examine the role of religion, economics, politics and social pressures on the Nation’s expansion.			
6.1.12.Econ NE.3.a:	Evaluate the impact of education in improving economic opportunities and in the development of responsible citizens.	Examine how a focus on religious beliefs leads to changes in American society.			
6.1.12.Hist oryUP.3.a:	Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives over different time periods (e.g. Native American/European, Native American/White settlers, American/Latin American, American/Asian).	Regional and state needs often influence which reform movements take precedence in various areas throughout the nation. This leads to increased sectional tension.  Examine the origins of the antislavery movement and the impact of particular events, including Amistad, Dred Scott, John Brown, Bleeding Kansas, Bleeding Sumner.			
6.1.12.Hist oryUP.3.b:	Examine a variety of sources from multiple perspectives on slavery and evaluate the claims used to justify the arguments.				
6.1.12.Hist oryCA.3.a:	Use evidence to demonstrate how states’ rights (i.e., Nullification) and sectional interests influenced party politics and shaped national policies (i.e., the Missouri Compromise and the Compromise of 1850).				

6.1.12.HistoryCA.3.b:	Use primary sources representing multiple perspectives to explain the impact of immigration on American society and the economy and the various responses to increases in immigration.				
6.1.12.HistoryCC.3.a:	Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.				
6.1.8.CivicsDP.4.a:	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.				
6.1.8.CivicsHR.4.a:	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum Period.				
6.3.8.CivicsPR.3:	Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).				
6.1.8.GeographyV.4.a:	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.				
6.1.8.EconomicsET.4.a:	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic				



	challenges facing the new nation.				
6.1.8.Econ ET.4.a:	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.				
6.1.8.Econ NE.4.a:	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.				
6.1.8.Econ NE.4.b:	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.				
6.1.8.Histo ryCC.4.a:	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.				
6.1.8.Histo ryCC.4.b:	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.				
6.1.8.Histo ryCC.4.c:	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.				

6.1.8.HistoryCC.4.d:	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.				
----------------------	---	--	--	--	--

Unit 5: Civil War: A Nation Divided

<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Historical events may have single, multiple, direct and indirect causes and effects.</li> <li>• Historical contexts and events shaped and continue to shape people's perspectives.</li> <li>• Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> <li>• Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.</li> <li>• Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.</li> <li>• Maps, satellite images, photographs, and other representations can be used to explain relationships between the locations of places and regions, and changes in their environmental characteristics.</li> <li>• Resources impact what is produced and employment opportunities.</li> <li>• Complex interacting factors influence people's perspective.</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?</li> <li>• How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?</li> <li>• How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</li> <li>• How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources?</li> <li>• What are the possible consequences of these decisions for individuals, groups, and societies?</li> <li>• How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</li> <li>• How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?</li> <li>• How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding in a diverse and interdependent world? How can the study of multiple perspectives, belief systems, and cultures provide a context for challenging public action and challenging public decisions in a diverse and interdependent world?</li> </ul>
<p style="text-align: center;"><b>Interdisciplinary Connections</b></p> <p>VPA: Media Arts- 1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.</p> <p>• 1.2.12 prof.Cr1b: Organize and design artistic ideas for media arts productions. • 1.2.12prof.Cr1c: Critique plans, prototypes and production processes considering purposeful and expressive intent.</p> <p>Students will create multimedia projects demonstrating understanding of a specific aspect of the Civil War (Textbook entry, documentary style video, interactive website) to be shared with peers in unit-long jigsaw style activity.</p>	

Standard Number & Description	Content, Themes, Concepts, and Skills	Teaching Strategies	Instructional Resources and Materials	Assessment Strategies
6.1.8.HistoryCC.5.a:	Prioritize the causes and events that led to the Civil War from different perspectives.	Guiding Questions: What are key differences between the North and the South?	<b>Benchmark Assignment:</b> Civil War Project (CWP): Students will	<i>History Alive</i> reading selections  The DBQ Project:  <a href="#">RPS Formative Assessment Resources</a>

6.1.8.HistoryCC.5.b:	Analyze critical events and battles of the Civil War from different perspectives.	What are the key events that lead to the Civil War?	<p>work collaboratively on a specific aspect of the Civil War. Groups will create an informational writing piece and a multimedia presentation of the material to be shared with peers.</p> <p><u>Discussion Protocols:</u></p> <ul style="list-style-type: none"> <li>• Carousel Brainstorm</li> <li>• Open Space</li> <li>• Whip-Around</li> <li>• Focusing Four</li> <li>• Nominal Group Technique</li> <li>• Concentric Circles</li> <li>• Fishbowl</li> <li>• Think-Pair-Share</li> <li>• Four Corners</li> <li>• Jigsaw</li> <li>• Chalk Talk</li> <li>• World Cafe</li> <li>• Four A's</li> <li>• Final Word</li> <li>• Socratic Seminar</li> <li>• Data-Driven Dialogue</li> <li>• Looking at Student Work</li> <li>• Consultancy Protocol</li> <li>• Tuning Protocol</li> </ul> <p>Close Reading/ Discussion/ Note-taking</p>	<ul style="list-style-type: none"> <li>• Gettysburg</li> </ul> <p><i>Newsela:</i></p> <ul style="list-style-type: none"> <li>• <a href="#">8th: Unit 5-The Civil War</a></li> </ul> <p><a href="#">Stanford History Education Group</a></p> <p><a href="#">PBS Learning Media</a></p> <p><a href="#">Gilder Lehrman</a></p> <p><a href="#">The Avalon Project: Documents in Law, History &amp; Diplomacy--18th Century</a></p> <p>Group Discussion Assessment</p> <p>HIPPO/HAPPY Secondary document analysis</p> <p>Primary source analysis</p> <p><i>EBSCOHost</i> resources</p> <p><i>Salem Press</i> resources</p> <p><i>Facts on File</i></p> <p><i>Jersey Clicks</i> resources</p> <p><i>ABC-CLIO</i> eBooks</p> <p><i>Mackin</i> eBooks</p> <p><i>Infobase</i> eBooks</p>	<p>Customized Project Rubrics (provided in advance)</p> <p>Written tests and quizzes</p> <p>Geographical assessments</p> <p>Primary source analysis</p> <p>Summarizations/Reflections</p> <p>Discussion question responses</p> <p>Projects</p> <p>FRQ/DBQ</p> <p>Rubric-based presentations</p>
6.1.8.HistoryCC.5.c:	Assess the human and material costs of the Civil War in the North and South.	How do technology and geography impact how and where the war is fought?			
6.1.8.HistoryUP.5.a:	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	What are the key battles of the war and how do they shape the outcome of the conflict?			
6.1.8.HistoryUP.5.b:	Examine the roles of women, African Americans, and Native Americans in the Civil War.	Who are the important leaders on both sides of the war and how do their actions and decisions influence the war?			
6.1.8.HistoryUP.5.c:	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	What are the roles played by women, slaves, freemen, and immigrants?			
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).	How do key documents, laws, speeches, etc. such as the Gettysburg Address and the Emancipation Proclamation impact the course of the war and beyond?			
6.1.8.HistoryCC.5.e:	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	How do the fights over reconstruction unfold? How does the struggle to unite the country influence its future development?			
6.1.8.HistoryCC.5.f:	Analyze the economic impact of Reconstruction on the South from different perspectives.	<p>Key concepts/skills: Informational text writing w/ MLA research process</p> <p>Examine key differences between the North and South.</p> <p>Analyze key causes of the Civil War.</p> <p>Compare and contrast the development of the North and South and extrapolate how the developmental differences directly caused the American Civil War and will impact each side during the Civil War.</p> <p>Examine and analyze primary source documents to determine common themes</p>			

6.1.8.HistoryCC.5.g:	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.	from the experience of slaves and compare them to those of Northern factory workers.	Historical Thinking Skill Application	<i>Project Gutenberg</i>  <i>Khan Academy</i> videos  <i>Voices from the Past</i> audio files <a href="#">Harvard Business School Case Method Project</a>	
6.1.12.CivicsDP.4.b:	Analyze how ideas found in key documents contributed to demanding equality for all (i.e., the Declaration of Independence, the Seneca Falls Declaration of Sentiments and Resolutions, the Emancipation Proclamation, and the Gettysburg Address).	Utilize historical knowledge, in conjunction with class reading/note-taking, to draw conclusions regarding the meaning portrayed in a political cartoon from the era.	<i>SPEC analysis:</i> social, political, economical, cultural relevance		
6.1.12.CivicsPR.4.a:	Draw from multiple sources to explain the ways in which prevailing attitudes, socioeconomic factors, and government actions (i.e., the Fugitive Slave Act and Dred Scott Decision) in the North and South (i.e., Secession) led to the Civil War.	Determine how the Dred Scott decision is a key cause of the Civil War.	Modified Harvard Case Studies: ● “A Nation Divided: The United States and the Challenge of Secession (1861)”		
6.1.12.GeographySV.4.a:	Use maps and primary sources to describe the impact geography had on military, political, and economic decisions during the civil war.	Determine how the Kansas-Nebraska Act and other developments in the 1850s lead to the Civil War.			
6.1.12.EconomicsET.4.a:	Assess the role that economics played in enabling the North and South to wage war.	Defend two distinct claims using text evidence from primary source documents to evaluate both Lincoln’s views on African Americans and the tendency to evaluate historical figures based on our views today.			
6.1.12.HistoryUP.2.b:	Analyze the impact and contributions of African American leaders and institutions in the development and activities of black communities in the North and South before and after the Civil War.	Employ geographical skills to determine the precise location of specific battles.			
6.1.12.HistoryUP.4.b:	Use primary sources to compare and contrast the experiences of African Americans who lived in Union and Confederate states before and during the Civil War.	Analyze the contents and determine the impact of the Emancipation Proclamation and select the best supporting evidence for a claim.			
		Analyze the speech given by Abraham Lincoln after Gettysburg to determine his true meaning and the impact on the Nation.			
		Analyze Lee’s surrender at Appomattox Court House by examining primary source documents.			
		Analyze the different Reconstruction plans, comparing and contrasting the plans in the form of a graphic organizer, and weigh the merits of each plan.			
		Project planning and collaborative work organization			

<b>History, Social Studies, Science and Technical Subjects Grades 6-8 Anchor Standards for Reading and Writing</b> Throughout this curriculum, there are specific activities and benchmarks in support of literacy in the Social Studies utilizing the NJ Anchor Standards for Reading and Writing		
Standard Number & Description		Assignments/Activities
RH.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources.	Close reading of primary sources, informational text, narrative text, etc. to support discussion, note taking, writing, and the like.
RH.6-8.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	Setting purpose for reading, using annotations to close read and specify central ideas or themes of text. Analyze development of perspectives and ideas in writing or series of passages.
RH.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Frequent written and verbal responses to text to determine the development of ideas throughout a text. Students evaluate how a process evolves throughout a passage or document.
RH.6-8.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Setting purpose for reading, using annotations to close read and identify the use of specific words or phrases to discuss word choice in a passage or writing selection. Analyze development of perspectives and ideas in writing or series of passages.
RH.6-8.5.	Describe how a text presents information (e.g., sequentially, comparatively, causally).	As a part of close reading exercises, students consider why an author made the writing choices they made. How is the information presented? Why did the author make that choice? How does that choice impact the reader? Students will compare texts from various sources and evaluate how the structure of the writing impacts the experience of the reader.
RH.6-8.6.	Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	As a part of close reading exercises, students will identify where the author's point of view is revealed. Students will evaluate how the author's style of text and content is shaped by their point of view or the specific purpose for their writing.
RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Students will participate in activities such as stations where they draw conclusions about events, people, theories, etc through a variety of source types.
RH.6-8.8.	Distinguish among fact, opinion, and reasoned judgment in a text.	Students set purpose for reading, with support as appropriate, and use annotations to identify facts, opinions, and judgements throughout.
RH.6-8.9.	Analyze the relationship between a primary and secondary source on the same topic.	Students are provided the opportunity to evaluate primary sources from authors with differing points of view. These sources will be closely read, annotated and utilized in activities where their point of view is evaluated based on the evidence provided in discussions, graphic organizers, writing, and other similar activities. Students read primary sources and secondary sources on topics and see where there is intersectionality and where the perspectives/information deviates.
RH.6-8.10.	By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.	This curriculum provides students with frequent opportunities to read complex text. Students will be supported in this work with various tools such as small group settings,

		graphic organizers, etc as needed until they are proficiently reading and utilizing information from the text independently.
WHST.6-8.1	<p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</li> <li>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>D. Establish and maintain a formal/academic style, approach, and form.</li> <li>E. Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>	Students write arguments throughout this curriculum in shorter passages, typically in response to prompts, including argument based research papers. The writing process will be broken down using supports such as research process guide, MLA citation & formatting lessons, and graphic organizers.
WHST.6-8.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> <li>A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aid comprehension.</li> <li>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>E. Establish and maintain a formal/academic style, approach, and form.</li> <li>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>	Students will write informative/explanatory texts in response to prompts, reading passages, and class discussions. The writing process will be broken down using supports such as research process guide, MLA citation & formatting lesson, and graphic organizers.
WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.	Expectations for quality writing require students to create organized, well-developed writing responses in a style appropriate to the task and purpose in an academic setting.
WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.	Extended writing assignments in each unit provide the opportunity to plan, revise, edit, rewrite and reevaluate. These opportunities come through peer reviews, conferences, and other methods of collaborative review. .
WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	Students produce writing using various media, including the Google Suite of applications, Padlet, Canva, and other online platforms.

WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Students conduct research in response to prompts, generate question trees and build on the quality and depth of their questioning.
WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Civic Online Reasoning provides students with activities designed to guide students in the evaluation of quality digital sources. Media center lessons provide access to a wide range of print sources. Scaffolded lessons on proper citation using MLA format will provide students with the ability to properly quote and paraphrase in extended writing assignments in Units 1 & 5.
WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.	Students will utilize close reading skills established throughout the curriculum to draw evidence from informational texts to support their writing.
WHST.6-8.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Students are provided opportunities throughout the curriculum to write independently in response to prompts, texts, in reflection, and over extended time periods.



## Social Emotional Learning Connections

Below are the five core SEL Competencies as outlined by CASEL, and examples of how each may be addressed within this curriculum. Additional resources are available in the [RPS SEL Resource Folder](#).

**Self-awareness:** The ability to accurately recognize one's emotions and thoughts and their influence on behavior. This includes accurately assessing one's strengths and limitations and possessing a well-grounded sense of confidence and optimism.

*Classes frequently open with check-ins. These activities provide students with the opportunity to discuss how they are feeling, what concerns them, etc. or simply check in with themselves and identify where they are and what they need to move forward. Students are taught and encouraged to employ strategies such as the stop-light check in where they identify what color they feel they are on and strategize ways to change the color if they feel it is necessary to be productive.*

**Self-management:** The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations. This includes managing stress, controlling impulses, motivating oneself, and setting and working toward achieving personal and academic goals.

*In order to encourage self-management in a class, students work together to establish classroom norms that they feel they should all follow. To encourage ownership of these norms, students create their own personal agreements or contracts describing how they will ensure they adhere to the agreed upon norms. Students are encouraged to set goals and measure their progress toward achieving goals either through personalized rubrics or reflective practices and journaling.*

**Social awareness:** The ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports.

*Students frequently work with partners, groups, or participate in whole group activities/discussions. In this environment, they are encouraged to demonstrate respect for one another. Some of the ways this is shown is through understanding other points of view, perspectives, or ways of accomplishing a task. They are encouraged to recognize and respect social cues to determine how their classmates are feeling and manage and express their own emotions and responses to others.*

**Relationship skills:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. This includes communicating clearly, listening actively, cooperating, resisting inappropriate social pressure, negotiating conflict constructively, and seeking and offering help when needed.

*Students frequently work collaboratively. In this environment, they create social contracts that they must adhere to in order for the group to be successful. Contained in these documents are task lists, schedules, definition of specific roles, and the like. Students reflect at the end of collaborative sessions on who they were as a member of their group that day and who they would like to be going forward.*

**Responsible decision-making:** The ability to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

*Teachers regularly model decision making. By being provided a clear example of the decision making process and participating in discussions regarding the thought that goes into each step, students become more aware of their own decision making. The reflective practices exercised throughout this course provide students with the opportunity to not only consider the new content or skills they learned, but also the decisions that they made throughout the learning process that helped contribute to their place in said process.*

## Integration of 21st Century Themes and Skills

NJSLS-CLKS 9.4: Life Literacies and Key Skills	
<b>Creativity and Innovation</b>	Students have several opportunities throughout this curriculum to create artifacts, presentations, and learning modules in innovative ways to share with their peers. Some examples include gallery walks of presentations and a Civil War multimedia project.
<b>Critical Thinking and Problem Solving</b>	Critical thinking and problem solving are embedded in each unit through the examination of challenges that faced the people in each of these geographic locations and eras. Students examine primary sources with differing points of view and provide alternative solutions.
<b>Digital Citizenship</b>	In research assignments located throughout the curriculum and specifically in Units 2, 3, 4 & 5 students will learn to properly source material and credit information appropriately in their work.
<b>Global and Cultural Awareness</b>	This curriculum is designed to provide students with the opportunity to explore different cultures both past and present as they intersect with the United States. Students will study indigenous populations & the interaction between the United States and Native populations along with the causation and ultimate impact of immigration on the young nation.
<b>Information and Media Literacy</b>	In each unit, students will be asked to be responsible digital citizens utilizing databases, websites and print media to acquire information and create both informative and persuasive products to share with peers.
<b>Technology Literacy</b>	Throughout this curriculum, students have opportunities to utilize the Google Suite of applications to share information and work collaboratively. Examples include shared presentation creation, Google Form creation and data calculations.

## Robbinsville Ready 21st Century Skill Integration

**The following skills will be embedded throughout the curriculum and instruction of this course.**

**Collaborative Team Member:** Robbinsville students will learn more by working together than in isolation. As educational theorist Lev Vygotsky advocated, learning is a social process. Many workplaces today encourage employees to work in teams to solicit diverse perspectives, brainstorm new ideas and/or products, and solve problems. Further, collaboration fosters interpersonal relationships, self-management skills, cooperation, and a sense of collective responsibility. Collaborative team members are able to work with diverse groups of people who hold a variety of perspectives.

**Effective Communicator:** Robbinsville students must be able to clearly articulate their ideas orally, in writing, and across various media in order to successfully connect to the world around them. As the world becomes increasingly globalized, communication is more than just sharing one's ideas. Effective communicators are able to communicate their convictions, actively listen and analyze others' work to identify perspective and/or potential bias.

**Emotionally Intelligent Learner:** Robbinsville students who are emotionally intelligent learn to be empathetic, demonstrate integrity and ethical behavior, are kind, are self-aware, willing to change, and practice self-care. They are better able to cope with the demands of the 21st century digital society and workplace because they are reliable, responsible, form stable and healthy relationships, and seek to grow personally and professionally. Emotionally intelligent people are able to manage their emotions, work effectively on teams and are leaders who can grow and help to develop others.

**Informed and Involved Citizen:** Robbinsville students need to be digital citizens who are civically and globally aware. The concept of what it means to be "literate" has evolved along with 21st century technological and cultural shifts. Our progressive vision of literacy entails having our students explore real world problems in the classroom. Informed and involved citizens are able to safely and accurately communicate with people all around the world and are financially, environmentally and informationally literate.

**Innovative Thinker:** Robbinsville students must encompass innovative thinking skills in order to be successful lifelong learners in the 21st century world. As stated by Karl Fisch and Scott McLeod in the short film *Shift Happens*, "We are currently preparing students for jobs that don't yet exist . . . using technologies that haven't been invented . . . in order to solve problems we don't even know are problems yet." Innovative thinkers are able to think analytically, solve problems critically, creatively engage in curiosity and tinkering, and demonstrate originality.

**Resilient and Self-Directed Learner:** Robbinsville students need to take risks and ultimately make independent and informed decisions in an ever-changing world. Author of *Life, the Truth, and Being Free*, Steve Maraboli stated, "Life doesn't get easier or more forgiving, we get stronger and more resilient." Self-directed scholars of the 21st century are able to set goals, initiate resolutions by seeking creative approaches, and adjust their thinking in light of difficult situations. Resilient students are able to take risks without fear of failure and overcome setbacks by utilizing experiences to confront new challenges. Resilient and self directed scholars will consistently embrace opportunities to initiate solutions and overcome obstacles.

## Career Awareness and Planning Standards

<p><b><u>Act as a responsible and contributing community member and employee:</u></b> Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.</p>	<p>Students reflect on their obligations to the classroom community and time is dedicated to examining how our conduct and contributions to the learning process impact those around us and the productivity of the class/group/school community as a whole.</p>
<p><b><u>Attend to financial well-being:</u></b> Students take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.</p>	<p>Time is dedicated to exploring how and why we work. What about working makes us feel good? What are we uncomfortable with? How can work in this particular content area contribute to the financial security of those working in this industry?</p>
<p><b><u>Consider the environmental, social and economic impacts of decisions:</u></b> Students understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.</p>	<p>Students understand that each action has a consequence that can be positive or negative. This impact exists within the classroom &amp; the workplace, but also reverberates in our communities, our state, our nation and our world. As a result, workplaces and classrooms have procedures and regulations for the wellbeing of all.</p>
<p><b><u>Demonstrate creativity and innovation:</u></b> Students regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.</p>	<p>Students are provided with the opportunity to think creatively to solve problems. There is consistent opportunity for innovation in both individual and in a group setting. Peer feedback is encouraged to allow for revisions of proposals and to troubleshoot potential solutions to problems as they arise.</p>
<p><b><u>Utilize critical thinking to make sense of problems and persevere in solving them:</u></b> Students readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address</p>	<p>The integration of problem based learning throughout this curriculum provides students with the opportunity to recognize specific problems and take action through</p>

the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.	thoughtful investigation and problem solving strategies to make meaningful, sustainable change.
<b><u>Model integrity, ethical leadership and effective management:</u></b> Students consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' actions, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.	This course provides students opportunities to work collaboratively, rotating from leadership to subordinate roles within the group. Through this structure, students learn how to work with others and gain valuable insights into human behavior and its impact on others' actions, attitudes and/or beliefs.
<b><u>Plan education and career paths aligned to personal goals:</u></b> Students take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.	What do we need to do physically and emotionally to prepare to accomplish our goals? Students will regularly participate in goal setting exercises. They will create action plans to accomplish said goals.
<b><u>Use technology to enhance productivity, increase collaboration and communicate effectively:</u></b> Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	Students will be presented with access to a variety of technological opportunities throughout this course and empowered to utilize the technology to increase collaboration and communicate with their peers.
<b><u>Work productively in teams while using cultural/global competence:</u></b> Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.	Students will work productively in culturally and socioeconomically diverse groups of individuals. Through these activities, they will gain an awareness of cultural differences and find ways to increase the engagement and contribution of all team members by introspection and continued reflective practices that examine what we each contribute to a group and what we need from our teammates.

## Diversity, Equity & Inclusion Mandate Guide

*Robbinsville Public Schools believes that our similarities make us stronger and commits to creating an accessible, inclusive, and connected community where all individuals fully belong and are empowered to contribute and grow. This curriculum meets the New Jersey Department of Education mandates set forth in the Amistad Law, AAPI Law, Holocaust Law and LGBT and disabilities law. Samples of learning for these historically underrepresented groups are embedded throughout this curriculum with key examples highlighted below.*

<a href="#"><u>Amistad</u></a> (SS only)	Heavy emphasis is paid to the role of slavery in the development of the United States. This includes the economic structure built on this practice, the changing views of slavery, grass roots organizations developed to abolish slavery, and the causes that lead the nation to Civil War.
<a href="#"><u>Holocaust</u></a> (ELA in K-8, SS in 9-12)	This curriculum examines the interaction between the United States and the indigenous people of North America.
<a href="#"><u>AAPI</u></a> (K-12)	Students will study the contributions of Asian Americans during Westward Expansion, the Gold Rush, the “settling” of the West Coast, and in an independent project on rights in conflict (Japanese Internment is a key example).
<a href="#"><u>Diversity &amp; Inclusion Law</u></a> (K-12)	This course examines the wide tapestry of people that have come together to create the United States. Special attention is paid to avoiding a single narrative and examining the points of view of multiple groups as we look at the birth of the Nation and the early years where the United States begins to create its identity and position in the world order. Students are presented with primary sources from diverse contributors to analyze how perspective impacts the telling of history and our interpretation of events.
<a href="#"><u>LGBTQIA+</u></a> (6-12 SS Only)	Throughout this curriculum, we will examine the evolution of perspective on gender norms and gender roles. Students will see a shifting role of women, romantic friendships among founding fathers, first military leader who identified as openly gay and many other examples of an evolving nation.
<a href="#"><u>Persons with Disabilities</u></a> (6-12 SS Only)	Instruction on the political, economical, and social contributions of persons with disabilities with the following content/activities: Gouverneur Morris, Invalid Corps of the Civil War, Progressive Era Reform movements for those with disabilities.

## General Differentiated Instruction Strategies

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>● Leveled texts</li><li>● Chunking texts</li><li>● Choice board</li><li>● Socratic Seminar</li><li>● Tiered Instruction</li><li>● Small group instruction</li><li>● Guided Reading</li><li>● Sentence starters/frames</li><li>● Writing scaffolds</li><li>● Tangible items/pictures</li><li>● Adjust length of assignment</li></ul> | <ul style="list-style-type: none"><li>● Repeat, reword directions</li><li>● Brain breaks and movement breaks</li><li>● Brief and concrete directions</li><li>● Checklists for tasks</li><li>● Graphic organizers</li><li>● Assistive technology (spell check, voice to type)</li><li>● Study guides</li><li>● Tiered learning stations</li><li>● Tiered questioning</li><li>● Data-driven student partnerships</li><li>● Extra time</li></ul> |
|---|---|

**Possible Additional Strategies  
for Special Education Students, 504 Students, At-Risk Students, and English Language Learners (ELLs)**

<b>Time/General</b>	<b>Processing</b>	<b>Comprehension</b>	<b>Recall</b>
<ul style="list-style-type: none"> <li>● Extra time for assigned tasks</li> <li>● Adjust length of assignment</li> <li>● Timeline with due dates for reports and projects</li> <li>● Communication system between home and school</li> <li>● Provide lecture notes/outline</li> </ul>	<ul style="list-style-type: none"> <li>● Extra Response time</li> <li>● Have students verbalize steps</li> <li>● Repeat, clarify or reword directions</li> <li>● Mini-breaks between tasks</li> <li>● Provide a warning for transitions</li> <li>● Reading partners</li> </ul>	<ul style="list-style-type: none"> <li>● Precise step-by-step directions</li> <li>● Short manageable tasks</li> <li>● Brief and concrete directions</li> <li>● Provide immediate feedback</li> <li>● Small group instruction</li> <li>● Emphasize multi-sensory learning</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher-made checklist</li> <li>● Use visual graphic organizers</li> <li>● Reference resources to promote independence</li> <li>● Visual and verbal reminders</li> <li>● Graphic organizers</li> </ul>
<b>Assistive Technology</b>	<b>Assessments and Grading</b>	<b>Behavior/Attention</b>	<b>Organization</b>
<ul style="list-style-type: none"> <li>● Computer/whiteboard</li> <li>● Tape recorder</li> <li>● Spell-checker</li> <li>● Audio-taped books</li> </ul>	<ul style="list-style-type: none"> <li>● Extended time</li> <li>● Study guides</li> <li>● Shortened tests</li> <li>● Read directions aloud</li> </ul>	<ul style="list-style-type: none"> <li>● Consistent daily structured routine</li> <li>● Simple and clear classroom rules</li> <li>● Frequent feedback</li> </ul>	<ul style="list-style-type: none"> <li>● Individual daily planner</li> <li>● Display a written agenda</li> <li>● Note-taking assistance</li> <li>● Color code materials</li> </ul>



## Enrichment

The goal of Enrichment is to provide learners with the opportunity to participate in extension activities that are differentiated and enhance the curriculum. All enrichment decisions will be based upon individual student needs.

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center
- Open-ended activities and projects
- Form and build on learning communities
- Providing pupils with experiences outside the 'regular' curriculum
- Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level
- A higher quality of work than the norm for the given age group.
- The promotion of a higher level of thinking and making connections.
- The inclusion of additional subject areas and/or activities (cross-curricular).
- Using supplementary materials in addition to the normal range of resources.

## English Language Learner (ELL) Resources :

### General Supports

- [WIDA Can Do Descriptors](#)
- WIDA [Can Do Descriptors](#) - Cheat Sheet
- [Ways to Support ELLs with Visuals](#)
- [Activate Background Knowledge](#)
- [Glossary of ELL friendly strategies and activities](#)

### Supports by English Level

- [ELs Expectations and Modifications by Level](#)
- [Blooms for ELLs by Level](#)
- [Leveled Questions for ELLs with Bloom](#)

### Content Specific Support

- [Considerations when teaching SS to ELLs](#)
- [Core Knowledge Curriculum Folder](#)

### Supports by Domain - Listening, Speaking, Reading, Writing

- [Speaking Expectations by Level](#)
- [Sentence frames by level for Speaking](#)
- [Scaffolds - Receptive and Productive Language](#)
- [Writing Rubric Using WIDA Levels](#)

### Vocabulary Specific Support

- [Vocabulary Scaffold Ideas](#)
- [Frayer Model Graphic Organizer](#)
- [ELL Dictionary - Google Sheet Self Populating](#)
- [Virtual World Wall Template](#)

### Technology based supports

- [Virtual Supports and Accommodations for ELL with Technology Specific Supports](#) - Slides presentation
- [Translate Google Doc - Directions](#)
- [Read Write - Chrome Extension](#) -Text to speech and speech to text
- [Mercury Reader - Chrome Extension](#) - cleans up webpages, removes ads, adjusts font and text size, and offers printing optimization
- [Text Compactor](#) - simplifies reading level of texts by creating summary sentences based on the frequency of words appearing in the text. This tool works best with expository text.
- [Rewordify](#) - simplifies key terms. The reworded words are highlighted (see example to the right with yellow highlighting). There are a few different options for how the changes are shown. Students can click highlighting to hear and see the original words. The site also offers "learning sessions" to help students learn new words from the text they chose to paste on the site. Rewordify documents can be saved and shared.
- [Simplify.org](#) - uses an 850 word vocabulary and a scientific dictionary to simplify texts. Any scientific terms are explained in footnotes and students can create their own personal dictionary as they learn new words.
- [WordSift.org](#) - input text - it pulls out academic vocabulary and creates a word cloud

## Special Education Resources

- Animoto -Animoto provides tools for making videos by using animation to pull together a series of images and combining them with audio. Animoto videos or presentations are easy to publish and share. <https://animoto.com>
- Bookbuilder -Use this site to create, share, publish, and read digital books that engage and support diverse learners according to their individual needs, interests, and skills. <http://bookbuilder.cast.org/>
- CAST -CAST is a non-profit research and development organization dedicated to Universal Design for Learning (UDL). UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. <http://www.cast.org>
- CoSketch -CoSketch is a multi-user online whiteboard designed to give you the ability to quickly visualize and share your ideas as images. <http://www.cosketch.com/>
- Crayon -The Crayon.net site offers an electronic template for students to create their own newspapers. The site allows you to bring multiple sources together, thus creating an individualized and customized newspaper. <http://crayon.net/> Education Oasis -Education Oasis offers a collection of graphic organizers to help students organize and retain knowledge – cause and effect, character and story, compare and contrast, and more! <http://www.educationoasis.com/printables/graphic-organizers/>
- Edutopia -A comprehensive website and online community that increases knowledge, sharing, and adoption of what works in K-12 education. We emphasize core strategies: project-based learning, comprehensive assessment, integrated studies, social and emotional learning, educational leadership and teacher development, and technology integration. <http://www.edutopia.org/>
- Glogster -Glogster allows you to create "interactive posters" to communicate ideas. Students can embed media links, sound, and video, and then share their posters with friends. <http://edu.glogster.com/?ref=personal>
- Interactives – Elements of a Story -This interactive breaks down the important elements of a story. Students go through the series of steps for constructing a story including: Setting, Characters, Sequence, Exposition, Conflict, Climax, and Resolution. <http://www.learner.org/interactives/story/index.html>
- National Writing Project (NWP) -Unique in breadth and scale, the NWP is a network of sites anchored at colleges and universities and serving teachers across disciplines and at all levels, from early childhood through university. We provide professional development, develop resources, generate research, and act on knowledge to improve the teaching of writing and learning in schools and communities. <http://www.nwp.org>
- Pacecar -Vocab Ahead offers videos that give an active demonstration of vocabulary with audio repeating the pronunciation, definition, various uses, and synonyms. Students can also go through flash cards which give a written definition and visual representation of the word. <http://pacecar.missingmethod.com/>