

# 8<sup>th</sup> Grade Social Studies Mapping/Pacing Guide 2016-2017



## ***Topics & Standards***

### ***North American Colonization***

#### **Quarter 1**

#### **History:**

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position
2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.
3. Competition for control of territory and resources in North America led to conflicts among colonizing powers.

#### **Geography:**

13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences
15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States

#### **Economics:**

22. Choices made by individuals, businesses and governments have both present and future consequences.



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<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><b><i>The First Americans</i></b></p> <p><b><i>3 Weeks</i></b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>3-5 tasks that reach DOK 3-4 AND/OR</li> <li>2-3 FATPS/RAFTS</li> <li>At least 1 GRASP per quarter</li> <li>At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment</u></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>Lesson Review</li> <li>Chapter Assessment</li> <li>Progress Check</li> <li>Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally)</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>Study to Succeed</li> <li>Graphic Novels</li> <li>21<sup>st</sup> century Communication and Critical Thinking</li> <li>Research and Writing Skills</li> <li>Content/Academic Vocabulary</li> <li>Biographies</li> </ul>	<p>McGraw Hill Discovering our Past: History of the United States-Early Years (Chapter 1)</p> <p>Defined Stem</p> <p>Discovery Learning</p> <p>Reading Like a Historian</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</b></p>

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<p><i>Exploring the Americas</i></p> <p><b>2 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States-Early Years (Chapter 2)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b></p>
<p><i>Colonial America</i></p>	<p><b>UBD Framework</b></p>	<p><b>Language Arts</b></p>	<p>McGraw Hill</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p>

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<p><b>2 Weeks</b></p>	<p>Unit: Colonization to Independence</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>Discovering our Past: History of the United States-Early Years (Chapter 3)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html">http://www.pbs.org/wgbh/amex/tcrr/sfeature/sf_interview.html</a> (Documents, Archived materials, Articles, Interviews, Primary sources)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</b></p>
<p><i>Life in the American Colonies</i></p> <p><b>2 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Colonization to Independence</p> 	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>McGraw Hill Discovering our Past: History of the United States-Early Years (Chapter 4)</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p>

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	<p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html">http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html</a> (Lesson plans, activities on Colonial America)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</b></p>
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## ***Topics & Standards***

### ***American Revolution***

#### ***Quarter 2***

#### **History:**

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.
5. The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.
6. The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.
7. Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.
8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.

#### **Government:**

18. Participation in social and civic groups can lead to the attainment of individual and public goals.
19. Informed citizens understand how media and communication technology influence public opinion.
20. The U.S. Constitution established a federal system of government, a representative democracy and a framework with separation of powers and checks and balances
21. The U.S. Constitution protects citizens' rights by limiting the powers of government.

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### **Geography:**

13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.


16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

### **Economics:**


22. Choices made by individuals, businesses and governments have both present and future consequences.

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<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>The Spirit of Independence</i></p> <p><b>2 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: A New Nation</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States- Early Years (Chapter 5)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html">http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html</a> (Lesson plans, activities on Colonial America)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b></p>



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		and Critical Thinking <ul style="list-style-type: none"> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>		
<b><i>The American Revolution</i></b>  <b><i>2 Weeks</i></b>	<p style="color: red; text-align: center;"><b>UBD Framework</b></p> <p>Unit: A New Nation</p>  <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication</li> </ul>	<p>McGraw Hill Discovering our Past: History of the United States- Early Years (Chapter 6)</p> <p>Defined Stem “The Backpack”</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html">http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html</a> (Lesson plans, activities on Colonial America)</p> <p style="color: purple;"><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b></p>

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		and Critical Thinking <ul style="list-style-type: none"> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> <li>•</li> </ul>		
<b><i>A More Perfect Union</i></b>  <b>2 Weeks</b>	<b>UBD Framework</b> Unit: A New Nation    <b>Formative/Summative Assessments</b> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<b>Language Arts</b> CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.  CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  <u>McGraw-Hill Text Literacy Resources</u> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication</li> </ul>	McGraw Hill Discovering our Past: History of the United States- Early Years (Chapter 7)  Defined Stem  Discovery Learning	<a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>  <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)  <a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)  <a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)  <a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  <a href="http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html">http://www.loc.gov/teachers/classroommaterials/lessons/tinker/procedure.html</a> (Lesson plans, activities on Colonial America)  <b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b>

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		and Critical Thinking <ul style="list-style-type: none"> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>		
<b><i>Constitution</i></b>  <b><i>2 Weeks</i></b>	<b>UBD Framework</b> Unit: _____  <b>Formative/Summative Assessments</b> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> *Assessments located within unit <u>McGraw-Hill Assessment Resources</u> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<b>Language Arts</b> CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.  <u>McGraw-Hill Text Literacy Resources</u> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> </ul>	McGraw Hill Discovering our Past: History of the United States- Early Years (Chapter 8)  Defined Stem  Discovery Learning	<a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a>  <a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)  <a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)  <a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)  <a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)  <a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html</a> (Lesson plans, materials from Library of Congress)  <a href="http://historymatters.gmu.edu/browse/makesense/">http://historymatters.gmu.edu/browse/makesense/</a> (Strategies for understanding online documents)  <b>Differentiated Instruction and ELL support listed in online resources under</b>

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		<ul style="list-style-type: none"> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>		Lesson Planning “Differentiation and Remediation.”
<p><i>(Q2 continued)</i></p> <p><b><i>The Federalist Era</i></b></p> <p><b><i>1-2 Weeks</i></b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.9</p> <p>Analyze the relationship between a primary and secondary source on the same topic.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographi</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States- Early Years (Chapter 9)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html</a> (Lesson plans, materials from Library of Congress)</p> <p><a href="http://historymatters.gmu.edu/brows e/makesense/">http://historymatters.gmu.edu/brows e/makesense/</a> (Strategies for understanding online documents)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b></p>

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## ***Topics & Standards***

### ***Westward Expansion***

#### **Quarter 3**

#### **History:**

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.
4. The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.
8. Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.
9. The United States added to its territory through treaties and purchases.
10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.

#### **Geography:**

13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.
14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.
15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.
16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

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17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.

**Government:**

18. Participation in social and civic groups can lead to the attainment of individual and public goals.

19. Informed citizens understand how media and communication technology influence public opinion.


**Economics:**

23. The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.

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<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>The Jefferson Era</i></p> <p><b>2 Week</b></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States-Early Years (Chapter 10)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</b></p>

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<p><b><i>Growth and Expansion</i></b></p> <p><b><i>2 Weeks</i></b></p>	<p><b>UBD Framework</b></p> <p>Unit: Expansion</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States-Early Years (Chapter 11)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html</a> (Lesson plans, materials from Library of Congress)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b></p>
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<p><i>The Jackson Era</i></p> <p><b>2 Weeks</b></p>	<p><b>UBD Framework</b></p> <p>Unit: Expansion</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.1</p> <p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States-Early Years (Chapter 12)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html</a> (Lesson plans, materials from Library of Congress)</p> <p><a href="http://www.pbs.org/weta/thewest/lesson_plans/">http://www.pbs.org/weta/thewest/lesson_plans/</a> (Lesson plans, materials, videos from PBS)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</b></p>
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<p><i><b>Manifest Destiny</b></i></p> <p><i><b>3 Weeks</b></i></p>	<p><b>UBD Framework</b></p> <p>Unit: Expansion</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States-Early Years (Chapter 13)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html</a> (Lesson plans, materials from Library of Congress)</p> <p><a href="http://www.pbs.org/weta/thewest/lesson_plans/">http://www.pbs.org/weta/thewest/lesson_plans/</a> (Lesson plans, materials, videos from PBS)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b></p>
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## ***Topics & Standards***

### ***Civil War***

#### ***Quarter 4***

#### **History:**

1. Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.

11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.

12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.

#### **Geography:**

13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.

14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.

15. The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.

16. Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.

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### **Government:**

- 17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals.
- 18. Participation in social and civic groups can lead to the attainment of individual and public goals.
- 19. Informed citizens understand how media and communication technology influence public opinion.

### **Economics:**

- 22. Choices made by individuals, businesses and governments have both present and future consequences.
- 24. Governments can impact markets by means of spending, regulations, taxes and trade barriers.
- 25. The effective management of one's personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.


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<i>Time Frame</i>	<i>Curriculum Units &amp; Assessment (Evidence)</i>	<i>Opportunities for integration</i>	<i>Resources (Curriculum or Textbook)</i>	<i>Technology and Differentiated Learning</i>
<p><i>North and South</i></p> <p><i>2 Weeks</i></p>	<p><b>UBD Framework</b></p> <p>Unit: _____</p> <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment</u></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.4</p> <p>Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5</p> <p>Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States-Early Years (Chapter 14)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html</a> (Lesson plans, materials from Library of Congress)</p> <p><a href="http://www.pbs.org/weta/thewest/lesson_plans/">http://www.pbs.org/weta/thewest/lesson_plans/</a> (Lesson plans, materials, videos from PBS)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b></p>


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<p><i><b>The Spirit of Reform</b></i></p> <p><b>2 Weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p> <p>Unit: _____</p> <p style="text-align: center;"><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment</u></p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States-Early Years (Chapter 15)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html</a> (Lesson plans, materials from Library of Congress)</p> <p><a href="http://www.pbs.org/weta/thewest/lesson_plans/">http://www.pbs.org/weta/thewest/lesson_plans/</a> (Lesson plans, materials, videos from PBS)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</b></p>
<p><i><b>The Civil War</b></i></p> <p><b>3 Weeks</b></p>	<p style="text-align: center;"><b>UBD Framework</b></p>	<p style="text-align: center;"><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.1</p>	<p>McGraw Hill</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a></p>

# 8<sup>th</sup> Grade Social Studies Mapping/Pacing Guide 2016-2017

	<p>Unit: Civil War and Reconstruction</p>  <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit <u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p>Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2</p> <p>Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>Discovering our Past: History of the United States-Early Years (Chapter 16-17)</p> <p>Defined Stem</p> <p>Discovery Learning</p>	<p>(daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a> (GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning "Differentiation and Remediation."</b></p>
<p><i><b>The Reconstruction Era</b></i></p> <p><i><b>2 Weeks</b></i></p>	<p><b>UBD Framework</b></p> <p>Unit: Civil War and Reconstruction</p>	<p><b>Language Arts</b></p> <p>CCSS.ELA-LITERACY.RH.6-8.7</p> <p>Integrate visual information (e.g., in charts, graphs,</p>	<p>McGraw Hill</p> <p>Discovering our Past: History of the United States-Early Years (Chapter 18)</p>	<p><a href="http://www.connected.mcgraw-hill.com">www.connected.mcgraw-hill.com</a></p> <p><a href="http://www.discoveryeducation.com">www.discoveryeducation.com</a> (daily videos and current events)</p> <p><a href="http://www.definedstem.com">www.definedstem.com</a></p>

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	 <p><b>Formative/Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• 2-3 tasks that reach DOK 3-4 AND/OR</li> <li>• 1-2 FATPS/RAFTS</li> <li>• At least 1 GRASP per quarter</li> <li>• At least 1 Common Short Cycle per quarter</li> </ul> <p>*Assessments located within unit</p> <p><u>McGraw-Hill Assessment Resources</u></p> <ul style="list-style-type: none"> <li>• Lesson Review</li> <li>• Chapter Assessment</li> <li>• Progress Check</li> <li>• Self-Check Quiz</li> </ul>	<p>photographs, videos, or maps) with other information in print and digital texts.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8</p> <p>Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p><u>McGraw-Hill Text Literacy Resources</u></p> <ul style="list-style-type: none"> <li>• Study to Succeed</li> <li>• Graphic Novels</li> <li>• 21<sup>st</sup> century Communication and Critical Thinking</li> <li>• Research and Writing Skills</li> <li>• Content/Academic Vocabulary</li> <li>• Biographies</li> </ul>	<p>Defined Stem</p> <p>Discovery Learning</p>	<p>(GRASPS-Project based Learning)</p> <p><a href="http://sheg.stanford.edu/us">http://sheg.stanford.edu/us</a> (Reading Like a Historian lessons and activities)</p> <p><a href="http://www.archives.gov/education/">http://www.archives.gov/education/</a> (Professional Development, Documents, Archived materials, non-fictional articles, exhibits)</p> <p><a href="http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html">http://lcweb2.loc.gov/ammem/ndlpedu/lessons/constitu/const-l1.html</a> (Lesson plans, materials from Library of Congress)</p> <p><a href="http://www.pbs.org/historyofus">http://www.pbs.org/historyofus</a> (Freedom in America videos, articles, lesson plans)</p> <p><b>Differentiated Instruction and ELL support listed in online resources under Lesson Planning “Differentiation and Remediation.”</b></p>
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