

Maywood Public Schools

Social Studies
Grade 8

I. Introduction/Overview/Philosophy

This curriculum is aligned to the New Jersey Student Learning Standards and is designed to meet the academic needs of eighth grade students in their study of American History.

The topics covered will be the English colonies, declaring independence, the American Revolution, the Constitution, the growth of democracy, the slavery issue and the Civil War and Reconstruction. Included also will be the economic development of the USA involving technological developments, economic growth, and the industrial expansion of the 19th century. Additionally, the westward movement and land acquisitions will be related to economic and political growth and problems.

As students learn about their nation and its democratic values, they will also study New Jersey and its parallel history and growth. They will also realize that the USA is a cultural mosaic and that immigrants have made profound contributions. The African American experience and the treatment of the Native Americans will be studied as part of the Holocaust and Amistad mandates.

The goal is for the heterogeneously grouped students to develop the ability to apply their insights into the past to deal with the issues they face today and in the future. For this, the concepts of knowledge, critical thinking, skill development and social participation are significant. The course will emphasize reading, analyzing primary source documents, writing RST's, projects, and homework assignments. Students of all academic levels are expected to be full participants in the daily classroom work and to fully participate. The teacher will use a wide array of instructional techniques including collaborative group work, differentiated instruction, and technology.

II. Objectives

Course Outline:

1. The English Colonies
 - a. The first colonies
 - 1) Jamestown
 - 2) Plymouth
 - b. The colonial experience
 - 1) The New England colonies
 - a) agricultural and economic characteristics
 - b) development of religious freedom
 - c) political diversity
 - 2) The Middle Atlantic colonies
 - a) agricultural and economic characteristics
 - b) ethnic diversity
 - 3) The Southern colonies
 - a) agricultural and economic characteristics
 - b) establishment of slavery
2. Creating an American identity
 - a. development of colonial self-government

- b. interaction between Native Americans and colonial settlers
- c. French and Indian War
- 3. Moving Towards Independence
 - a. early British parliamentary acts
 - b. colonial American reactions
 - c. Intolerable Acts
 - d. Olive Branch Petition
 - 1) purpose
 - 2) political outcome
- 4. The American Revolution
 - a. early battles (1775-1776)
 - b. The Declaration of Independence
 - 1) purpose
 - 2) identifying the main ideas
 - 3) identifying reasons why certain groups were omitted
 - c. The War for Independence
 - 1) the early years of the war
 - a) Americans divided
 - b) creating an army
 - c) American and British strategies
 - d) Saratoga: a turning point
 - 2) the war expands
 - a) help from abroad
 - b) Valley Forge
 - 3) the path to victory
 - a) war in the South
 - b) Battle of Yorktown
 - 4) the legacy of the war
 - a) reasons for the American victory
 - b) Treaty of Paris
 - c) costs of the war
- 5. The Establishment of the United States of America
 - a. strengths and weaknesses of the Articles of Confederation
 - b. drafting the Constitution at the convention
 - 1) backgrounds of leading delegates
 - 2) plans proposed and major compromises made (New Jersey's role)
 - 3) how the Constitution was ratified and implemented
 - 4) federalism, checks and balances
 - 5) The Bill of Rights and the amending process
 - c. The Federalist Party and the creation of the American two party political system
- 6. The Constitution
 - a. 3 branches of government
 - b. election process
 - c. the amendments
- 7. The new government
 - a. contributions of President Washington and the traditions created
 - b. Alexander Hamilton and the Treasury Department
 - c. John Adams, Thomas Jefferson and their political rivalry

- d. foreign policy of the new nation
 - 1) Westward expansion
 - i. the Mormons
 - ii. the American Indians
 - iii. Louisiana Purchase
 - 2) European problems and the Barbary War
 - e. the War of 1812 secures the success of our nation
 - 1) the development of economic and industrial independence
8. Jacksonian Democracy
- a. the election of John Quincy Adams and Andrew Jackson (1824-1828)
 - 1) the end of the Jeffersonian era
 - 2) the emerging importance of the common people
 - 3) education in the nation
 - b. the new election process
 - 1) candidate selection and conventions
 - 2) the popular vote and the role of the Electoral College
 - 3) expansion of the franchise
 - c. Westward expansion
 - 1) Jackson and the “Trail of Tears” (Indian resettlement and reservations)
 - 2) use of maps to show population growth, territorial expansion, and the increasing number of states
 - 3) justification using “Manifest Destiny”
9. Slavery and Armed Conflict
- a. beginnings of sectionalism
 - 1) slavery as a “peculiar institution” forces special needs upon the South
 - 2) the nullification controversy and Jackson’s view of slavery
 - 3) compromises on the slave issue postpone a conflict and widen the differences between North and South
 - b. slavery (Holocaust and genocide studies)
 - 1) origins and growth of this institution in the U.S.A.
 - 2) social, political, and economic consequences of slavery and a comparison of the North and South in the 1850’s
 - c. compromise and consequence
 - 1) Compromise of 1850
 - 2) *Dred Scott v Sanford* (1857) decision
 - 3) Kansas-Nebraska controversy
 - 4) presidential election of 1860
 - d. abolition as a reform movement
 - e. analysis of the causes of Civil War
 - f. comparison of the North’s and South’s readiness to fight
 - g. battle strategies, leaders, and effects of the Civil War on both sides
 - h. major battles on each side
 - i. Reconstruction
 - 1) President Lincoln’s plan
 - 2) President Johnson and the radical Republican plan
 - 3) effects of reconstruction on the South
 - j. New Jersey and the Civil War
10. New Jersey- In each unit, when appropriate, topics on New Jersey’s history will be infused.

- a. colonial and early political development of New Jersey
 - b. identify the role of New Jersey in creating the Constitution
 - c. New Jersey geography
11. Holocaust and Genocide studies-To meet the mandate to teach these topics, the teachers will focus the students on two areas. One will be the inhumane treatment of Native Americans during the early development of the United States. The other will be the treatment of African Americans as slaves prior to the Civil War and the segregationist society that developed during Reconstruction.

Student Outcomes:

A major purpose of social studies is to help young people develop and apply these skills to their best advantage. They will be improving and sharpening them for the remainder of their career in the Maywood school system and then use them for all of their adult years. All students will be encouraged to work to their ability level in the following areas as measured through student assessment.

General Skills

- Acquire information through reading, listening and observing
- Develop cognitive skills
 - Separating fact and opinion
 - Recognizing causality
 - Organizing information and strategies needed to solve problems
- Develop communication skills including persuasive argument
- Work with others and recognize that all individuals are unique
- Use social studies vocabulary correctly
- Develop research skills
 - Utilizing note cards
 - Learning how to paraphrase
 - Developing outlines
 - Synthesizing and analyzing data
 - Selecting and refining topics
- Develop awareness and appreciation for how government works
- Develop strategies to evaluate information, form conclusions, and solve problems
- Develop an appreciation and respect for other people's ideas and beliefs
 - Compare and contrast fixed customs of societies in the past and the present
 - Explain how these customs represent the society's beliefs
 - Develop an understanding of how historical and contemporary ideas, perceptions, and occurrences have led to prejudice, discrimination, genocide and slavery

Literary Skills

- write Research Simulation Tasks (RST)
- read and analyze primary sources and information text
- write narratives

- *Active Citizenship Skills*

- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listen open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behaviors by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good
- Analyze the key principles embodied in the United States Constitution
- Identify and interpret the rights and the responsibilities of citizens
- Analyze the functions of the executive, judicial, and legislative branches of government
- Apply knowledge of governmental structure and process to state government
- Understand democratic ideals, voting rights and responsibilities and good citizenship

Geographical Skills

- Identify, interpret and compare the distinct characteristics of maps, globes, graphs, charts, diagrams, and other geographical representations
- Translate maps into appropriate graphics to display geographical information
- Describe how changes in technology affect the location of human activities
- Give reasons for global interdependence
- Explain and predict how the physical environment can accommodate and be affected by human activity

Students will be able to:

- Discuss England's colonial policies.
- Discuss the origins of self-government in the colonies.
- Discuss the economic and social systems that developed in the colonies.
- Discuss the moving toward independence.
- Discuss the American Revolution: its early battles and expansion, the Declaration of Independence, victory, the Treaty of Paris and the costs.
- Discuss the new American government and its leaders.
- Discuss Jacksonian democracy.
- Discuss slavery, abolitionist movement, the Civil War, Reconstruction.
- Discuss New Jersey's role in the development of the United States from its beginning to the Reconstruction.
- Make connections between US History curriculum and current events

New Jersey Student Learning Standards

CAREER READY PRACTICES

CRP1 Act as a responsible and contributing citizen and employee.

Career-ready individuals 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.

CRP2 Apply appropriate academic and technical skills.

Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation

CRP4 Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals 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.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals 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.

CRP7. Employ valid and reliable research strategies.

Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Career-ready individuals 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 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.

CRP9. Model integrity, ethical leadership and effective management.

Career-ready individuals 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' action, 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.

CRP10. Plan education and career paths aligned to personal goals.

Career-ready individuals 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.

CRP11. Use technology to enhance productivity.

Career-ready individuals 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.

CRP12. Work productively in teams while using cultural global competence.

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference 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.

TECHNOLOGY

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

Strand A. Technology Operations and Concepts

8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results.

Strand B. Creativity and Innovation

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).

Strand C. Communication and Collaboration

8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.

Strand D. Digital Citizenship

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.4 Assess the credibility and accuracy of digital content.

Strand E. Research and Information Fluency

8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

Strand F. Critical Thinking, Problem Solving, and Decision-Making

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

8.2 Technology Education, Engineering, and Design: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

Strand B. Technology and Society

8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.

21ST CENTURY LIFE AND CAREERS**Standard 9.2 Career Awareness, Exploration, And Preparation****Strand B. Career Preparation:**

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

NEW JERSEY STUDENT LEARNING STANDARDS FOR SOCIAL STUDIES (2014)

- 6.1.8.D.1. 6 Explain how interactions among African, European, and Native American groups began a cultural transformation.
- 6.1.8.D.1. 6 Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.
- 6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
- 6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
- 6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
- 6.1.8.A.3. 6 Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
- 6.1.8.A.3. 6 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.
- 6.1.8.A.3. 6 Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
- 6.1.8.A.3. 6 Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government
- 6.1.8.A.3. 6 Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
- 6.1.8.A.3. 6 Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
- 6.1.8.A.3. 6 Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.
- 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.D.3. 6 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
- 6.1.8.D.3. 6 Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.3.g Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.
- 6.1.8.A.4. 6 Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
- 6.1.8.A.4. 6 Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
- 6.1.8.A.4. 6 Assess the extent to which voting rights were expanded during the Jacksonian period.

- 6.1.8.B.4. 6 Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
- 6.1.8.B.4. 6 Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
- 6.1.8.C.4. 6 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.C.4. 6 Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation
- 6.1.8.C.4. 6 Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
- 6.1.8.D.4. 6 Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
- 6.1.8.D.4. 6 Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
- 6.1.8.D.4. 6 Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.
- 6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
- 6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
- 6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.
- 6.1.8.C.5. 6 Assess the human and material costs of the Civil War in the North and South.
- 6.1.8.C.5. 6 Analyze the economic impact of Reconstruction on the South from different perspectives.
- 6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.
- 6.1.8.D.5. 6 Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
- 6.1.8.D.5. 6 Examine the roles of women, African Americans, and Native Americans in the Civil War.
- 6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
- 6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
- 6.3.8.D.1 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.
- 6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
- 6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

New Jersey Student Learning Standards for English Language Arts Companion Standards in History/Social Studies, Science, and Technical Subjects

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.

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

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

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

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

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

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

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

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

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

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

III. Proficiency Levels

This course is designed for a heterogeneously grouped grade 8 class.

IV. Methods of Assessment

Student Assessment

- Homework
- Class discussion
- Oral reports
- Technology-based projects
- Group projects and reports
- Alternate assessments
- Research papers and projects
- Tests and quizzes
- Research Simulation Tasks
- Class participation
- Debates
- Cross content writing assignments
- Narratives

Curriculum/Teacher Assessment

Throughout the academic year, the teacher and supervisor will continually discuss the curriculum to assess changes and needs. The teacher is always encouraged to make suggestions for improvement. The supervisor will also request an annual meeting or written review from the teacher for suggestions or modifications.

V. Grouping

Grade 8 students grouped heterogeneously.

VI. Articulation/Scope & Sequence/Time Frame

This is an eighth grade, full-year course.

VII. Resources

Texts/Supplemental Reading/References

- Upfront Magazine
- School Library
- Internet data-based resources
- New Jersey Amistad Commission Resources- NJ Department of Education
www.nj.gov/education/amistad
- New Jersey Commission on Holocaust Education Resources- NJ Department of Education
www.nj.gov/education/holocaust/
- Various texts from other publishers
- Maywood Public Library
- Primary, secondary and supplemental readings
- Creating America, A History of the United States: Beginnings through World War I, J. Garcia, et.al., McDougal Littell. 2002
- Map resources, posters, atlases, and other materials to be used as needed relevant to the lessons.

VIII. Suggested Activities

- Note Taking
- Map Activities
- Research Presentations
- Class Discussions
- Debates
- Supplemental reading
- Geography project relating the topic studied to the proper geographical context.
- Field trips as determined by the teacher.
- Google presentations by the students using computer technology combined with oral presentations.
- Research projects and presentations by individual or groups.
- Writing across the curriculum: students will write essays linking social studies to other disciplines such as reading, art, music.
- Technology using digital cameras and iMovies to enhance studies.
- Integrating career studies into social studies topics being studied.
- Current Events connecting United States history to current issues.

IX. Methodologies

To comply with state regulations and mandates, classes are heterogeneously grouped. Therefore, there can be a wide range of academic abilities, backgrounds, and challenged students, all of whom must have and deserve equal educational opportunities. To achieve this, teachers must employ a variety of instructional methods. The following are suggestions, not limits, as to what a teacher can do.

- Differentiated instruction
- Cooperative education
- All other types of group work
- Technology and other web-based programs
- Individualized assignments
- DVD's
- After school help

X. Interdisciplinary Connections

RH.6-8.7

Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

The teacher will use the professional resources available in the district to further the student's knowledge of art, music, and literature. The teachers in these disciplines will develop lessons to parallel what is being learned in American history. Possible considerations are 19th century art, stories from Native American cultures, music used in wartime or as a reflection of culture, architectural styles, or sculpture. This coordination is expected to grow as the curriculum in related disciplines is revised.

XI. Differentiating Instruction for Students with Special Needs: Students with Disabilities, Students at Risk, English Language Learners, and Gifted & Talented Students

Differentiating instruction is a flexible process that includes the planning and design of instruction, how that instruction is delivered, and how student progress is measured. Teachers recognize that students can learn in multiple ways as they celebrate students' prior knowledge. By providing appropriately challenging learning,

Differentiating in this course includes but is not limited to:

Differentiation for Support (ELL, Special Education, Students at Risk)

- Check homework planner for students
- Provide one to one direction
- Clarification of instructions
- Monitor on task performance
- Graphic organizers
- Provide visual aides
- Modify assignments
- Use of supplemental materials
- Provide completed notes with key ideas outlined
- Guided questioning
- Rephrase reading material
- Assist students in small groups
- Extended time on tasks
- Rephrase questions
- Pinpoint essential vocabulary
- Reteach and rephrase
- small group instruction
- Modify assessments
- Use supplemental material for support
- Teacher modelling

Differentiation for Enrichment

- Multi-intelligence options
- Elevated Journal Prompts
- Alternate reading and response options
- Provide extension activities
- Use of Khan Academy or other supplemental sites
- Independent study
- Higher-order thinking skills
- Student-driven projects
- Real-world problems and scenarios
- Critical/Analytical thinking tasks
- Internet research
- Multiple levels of questions
- Inquiry based instruction

XII. Professional Development

The teacher will continue to improve expertise through participation in a variety of professional development opportunities.

XIII. Curriculum Map/Pacing Guide

Unit Topic	Time Allocated	Differentiating Instruction for Students with Disabilities, Students at Risk, English Language Learners, & Gifted & Talented Students	Standards	Assessments
<p>Colonization and Settlement</p> <ul style="list-style-type: none"> ● Establishment of the 13 Colonies ● Early American Culture and Government ● Creating an American Identity 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Check homework planner for students ● provide one to one direction/clarification of instructions if needed ● monitor on task performance ● provide visual aides- completed map with colonies. ● Modify assignments- all RST work; Use highlighted and shortened versions. ● Use of supplemental materials https://online.seterra.com/en/vgp/3044 https://www.history.com/topics/thirteen-colonies/videos <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Multi-intelligence options ● Elevated Journal Prompts 	6.1.8.D.1.b 6.1.8.D.1.c 6.1.8.C.2.a 6.1.8.B.2.b 6.1.8.D.2.a RH.6-8.2 RH.6-8.6 RH.6-8.1 WHST.6-8.1-9 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.8.B.3 Holocaust Amistad 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Analysis of Primary Sources- <i>Mayflower Compact, John Winthrop, Slave ship diagram</i> <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Colony Brochure- create a brochure welcoming you to a colony ● Democracy in Colonial America RST ● Chapter Test- map analysis, essay, multiple choice

<p>American Revolution</p> <ul style="list-style-type: none"> ● Colonial Resistance to British Rule ● The Declaration of Independence ● The American Revolution ● Path to victory ● Legacy of the war 	5 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Provide completed notes with key ideas outlined ● Guided questioning ● Rephrase reading material ● Site help: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/britref/ <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Alternate reading and response options ● Supplemental material: Video https://www.youtube.com/watch?v=alJaltUmrGo 	6.1.8.A.3.a 6.1.8.B.3.d 6.1.8.B.3.c 6.1.8.D.3.a 6.1.8.D.3.b 6.3.8.A.2 6.3.8.C.1 RH.6-8.2 RH.6-8.6 RH.6-8.1 WH.6-8.1.a WH.6-8.1.e CRP1,2,4,5 ,6,7,8,9,10, 11,12 9.2.8.B.3 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Primary Source review ● Boston Massacre Newspaper Analysis ● Colonial Paintings- analysis of ● Declaration of Independence primary source ● Boston Town Hall Debates (in character) Loyalists vs Patriots vs Neutralists ● American Revolution Web-quest <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Patriot / Loyalist Narratives- write in character supporting a side ● Profile of a Patriot- research and create a biographical sketch of a patriot ● Boston Tea Party Newspaper Project
<p>New Nation- The Constitution</p> <ul style="list-style-type: none"> ● Confederation Era ● Creation of the Constitution 	3 weeks	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Teacher modelling ● Guided questions for primary document analysis ● Graphic organizers <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Elevated RST prompts and documents 	6.1.8.A.3.d 6.1.8.D.3.g RH.6-8.2 RH.6-8.6 RH.6-8.1 WHST.6-8.1-9 CRP1,2,4,5 ,6,7,8,9,10, 11,12 9.2.8.B.3-4	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Patrick Henry vs. Edmund Pendleton comparison and analysis activity <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● Articles of Confederation vs Constitution RST

<p>New Nation</p> <ul style="list-style-type: none"> ● Constitution analysis ● Branches of the Government ● The Amendments ● George Washington, John Adams ● Federalism 	<p>11 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Assist students in small groups ● Extended time on tasks ● Rephrase questions ● Modify RST work-Use highlighted and shortened versions. Read aloud primary documents. ● Site support: http://mrkash.com/activities/confederation.html <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> ● Real world problems and scenarios ● Provide extension activities ● Use of Khan Academy or other supplemental sites https://www.youtube.com/watch?v=QQtJNK5_8Uk 	<p>6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.D.3.g 6.3.8.A.1 6.3.8.D.1 RH.6-8.2 RH.6-8.6 RH.6-8.1 WHST.6-8.1-9 CRP1,2,4,5,6,7,8,9,10,11,12 9.2.8.B.3 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Analysis of the Alien and Sedition Acts and current US Immigration order ● Create Tweets in which Adams / Jefferson / Trump communicate ● Supreme Court Case Poster ● Primary Source Analysis-US Constitution, US Bill of Rights <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> ● 3 Branches of Government Brochure ● Chapter Test- essay, short answer questions
<p>America at Mid Century</p> <ul style="list-style-type: none"> ● The Jefferson Era ● Madison and the War of 1812 ● National and Regional Growth ● The Age of Jackson ● Manifest Destiny ● Change in America 	<p>5 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> ● Guided questioning ● Graphic organizers for notes ● Provide visual aides ● Site support: https://nj.pbslearningmedia.org/resource/rttt12.soc.ush.westexp/westward-expansion-17901850/#.Ww6qxFMvzBI 	<p>6.1.8.A.4.a 6.1.8.A.4.b 6.1.8.A.4.c 6.1.8.B.4.a 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a 6.1.8.D.4.b</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> ● Political Parties Debate- How did the original political parties relate to today's parties? ● Lewis and Clark Web-quest ● Guided questions for readings ● Jackson Trial- Simulation of a trial of Andrew Jackson ● Eyewitness Account of the Trail of Tears

		<p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Inquiry based instruction • Higher-order thinking skills • Additional videos: https://www.youtube.com/watch?v=WXO2HsDca7M&disable_polymer=true 	<p>6.1.8.D.4.c 6.3.8.D.1 RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.7 RH.6-8.9 WH.6-8.1.a WH.6-8.1.e Holocaust CRP1,2,4,5 ,6,7,8,9,10, 11,12 9.2.8.B.3 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4</p>	<p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> • Native American/Lewis and Clark Encounter Project- Student presentations on specific topics related to the theme • Comparison of native vs euro practices
<p>The Civil War</p> <ul style="list-style-type: none"> • Tensions between the North and South • The Road to War • Early Civil War • The End of the War 	<p>12 weeks</p>	<p><i>For Support:</i></p> <ul style="list-style-type: none"> • Provide completed notes with key ideas outlined • Pinpoint essential vocabulary • Reteach and rephrase • Guided questioning • Site support: http://interactivesites.weebly.com/civil-war.html <p><i>For Enhancement:</i></p> <ul style="list-style-type: none"> • Student-driven projects • Real-world problems and 	<p>6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.3.8.C.1 RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-8.7 RH.6-8.9 WHST.6-8.1-9</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> • Vocabulary identification • Analysis of Primary Sources related to the Fugitive Slave Act-RST practice • North v South Political Cartoons • Primary document analysis about the South and North's Economic / Strategic / Military Readiness for War • Primary Sources- soldier stories • Primary Sources relating to Life at Home during the war • Writing assessments, posters

		<p>scenarios</p> <ul style="list-style-type: none"> Supplemental material: http://interactivesites.weebly.com/civil-war.html 	<p>Amistad CRP1,2,4,5 ,6,7,8,9,10, 11,12 9.2.8.B.3 8.1.8.A.1,5 8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4</p>	<p>development, presentation of primary source analysis</p> <ul style="list-style-type: none"> Guided Reading Questions North v South Readiness Poster Analyze the Emancipation Proclamation Analyze the Gettysburg Address <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Fugitive Slave Act RST Primary Source / Political Cartoons Quiz Civil War Test- essay, map study, chart, multiple choice Civil War Presentations (Google Slides / Oral Presentation)- students pick topic to research project
Reconstruction	1 week	<p>For Support:</p> <ul style="list-style-type: none"> Small group instruction Modify assessments Provide extended time on tasks Site support: https://www.brainpop.com/games/timezonexreconstruction/ <p>For Enhancement:</p> <ul style="list-style-type: none"> Critical/Analytical thinking tasks Internet research Multiple levels of questions 	<p>6.1.8.A.5.b 6.1.8.C.5.b 6.1.8.D.5.d RH.6-8.1 RH.6-8.2 RH.6-8.4 RH.6-.6-8.7 RH.6-8.9 Amistad CRP1,2,4,5 ,6,7,8,9,10, 11,12 9.2.8.B.3 8.1.8.A.1,5</p>	<p><i>Formative Assessment:</i></p> <ul style="list-style-type: none"> Research and Analysis Activity: of Lincoln / Johnson / Radical Republican Plans Primary Source Analysis- Louisiana Black Codes, Thaddeus Stevens v Andrew Johnson and Sharecropping Contract <p><i>Summative Assessment</i></p> <ul style="list-style-type: none"> Chapter Test on Reconstruction- narrative writing and primary source analysis Reconstruction Web quest-

		<ul style="list-style-type: none">Additional materials: https://www.history.com/topics/american-civil-war/reconstruction/videos	8.1.8.B.1 8.1.8.C.1 8.1.8.D.2,4 8.1.8.E.1 8.1.8.F.1 8.2.8.B.4	research and presentation
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