

**Belvidere Cluster Wide  
Social Studies Curriculum  
8th Grade  
Updated November, 2018**

**All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSL) in accordance with the NJ Department of Education's curriculum implementation requirements.**

**Interdisciplinary Connections**

- English Language Arts
- Mathematics
- Science/Next Generation
- Technology
- Visual and Performing Arts

Technology Standards and Integration  
iPads/Chromebooks  
Online resources  
Interactive SmartBoard activities

NJSLA Technology

8.1.2.A.2

Create a document using a word processing application.

8.1.2.A.4

Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.P.B.1

Create a story about a picture taken by the student on a digital camera or mobile device.

8.1.P.C.1

Collaborate with peers by participating in interactive digital games or activities.

8.1.2.E.1

Use digital tools and online resources to explore a problem or issue.

**CAREER EDUCATION  
(NJDOE CTE Clusters)**

- Education & Training
- Finance
- Information Technology
- Science, Technology, Engineering & Mathematics (STEM)

**21st Century Skills/ Themes**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communication and Technology) Literacy

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Reading and Writing Companion Standards**

- RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

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

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

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

- A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.
- B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or 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.

### **Integrated Accommodations and Modifications**

#### **Special Education**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization
- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

#### **ELL**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information Using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to correct errors (looking for understanding)
- Allowing the use of note cards or open-book during testing
- Decreasing the amount of work presented or required
- Having peers take notes or providing a copy of the teacher's notes

- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Explain/clarify key vocabulary terms

### **At Risk**

- Allowing students to correct errors (looking for understanding)
- Teaching key aspects of a topic Eliminate nonessential information allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slideshows, videos, etc.) to demonstrate student's learning
- Allowing students to select from given choices .
- Allowing the use of note cards or open-book during testing
- Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test
- decreasing the amount of work presented or required .
- Having peers take notes or providing a copy of the teacher's notes
- Marking students' correct and acceptable work, not the mistakes
- Modifying tests to reflect selected objectives
- Providing study guides
- Reducing the number of answer choices on a multiple choice test
- Tutoring by peers
- Using authentic assessments with real-life problem-solving
- Using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

### **Gifted and Talented**

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Independent research and projects Interest groups for real world application
- Learning contracts
- Leveled rubrics
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products

### **504**

- Printed copy of board work/notes provided
- Additional time for skill mastery
- Assistive technology
- Behavior management plan
- Center-Based Instruction
- Check work frequently for understanding
- Computer or electronic device utilization

- Extended time on tests/ quizzes
- Have student repeat directions to check for understanding
- Highlighted text visual presentation
- Modified assignment format
- Modified test content
- Modified test format
- Modified test length
- Multiple test sessions
- Multi-sensory presentation
- Preferential seating
- Preview of content, concepts, and vocabulary
- Reduced/shortened written assignments
- Secure attention before giving instruction/directions
- Shortened assignments
- Student working with an assigned partner
- Teacher initiated weekly assignment sheet
- Use open book, study guides, test prototype
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Varied supplemental materials

# Eighth Grade Unit #1, Social Studies, Colonization and Settlements in North America

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **September**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.

## Essential Questions

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1. How did the power struggle among European countries affect the colonization of the Americas?
2. What factors affected the development of a new societies in the New World and how individuals interacted?

## NJ Student Learning Standards

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SOC.6.1.8.D.2.b	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.
SOC.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.
SOC.6.1.8.A.2.c	Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.8.A.2.b	Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
SOC.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.
SOC.6.1.8.C.2.b	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.8.C.2.a	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.8.C.2.c	Analyze the impact of triangular trade on multiple nations and groups.
SOC.6.1.8.A.2.a	Determine the roles of religious freedom and participatory government in various North American colonies.
SOC.6.1.8.B.2.a	Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

## Instructional Activities

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1. Research the power struggle among European countries and how European people migrated to the Americas by presenting a role play.
2. Create a map illustrating demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
3. Foldable illustrating evolutionary development of regional colonial governments and institutions.
4. Research and create a web page promoting a regional area for colonists to move to including economics/religious/social pieces.
5. Research presented in power point presentation on natural resources found in the New Word and conflict/cooperation between European colonists and Native American.
6. Research the similarities and differences between being a slave and an indentured servant in the colonies through role play.
8. Analyze various forms to visualize what triangular trade was and describe its impact on multiple nations and groups involved.

## Interdisciplinary Connections

Language Arts: Research and report on the reasons for the various groups coming to the New World.

Technology: Create a travel brochure to promote travel and settlement to the New World

Art / Music: Research the types of art, music, and culture brought by the slaves to the New World

## Texts and Resources

United States History, Beginnings to 1877, Holt American Civics, Holt

<http://13colonies.mrdonn.org/index.html>

<https://app.discoveryeducation.com/learn/search?q=colonial%20life>

<http://www.socialstudiesforkids.com/articles/ushistory/triangulartrade.htm>

<https://app.discoveryeducation.com/learn/search?q=new%20world%20colonie>

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## Assessment:

### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader's Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

## **Alternative:**

Portfolio

Living History Museum

Conferences

Concept Map

Demonstration Station

# Unit #2, Social Studies, The American Revolution

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **November**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

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Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

## Essential Questions

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1. What factors contributed to the American Revolution?
2. How did the ideals of the Revolution manifest themselves politically, economically, and culturally?

## NJ Student Learning Standards

SOC.6.1.8.A.3.a	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.
SOC.6.1.8.D.3.e	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.D.3.b	Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
SOC.6.1.8.D.3.f	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.
SOC.6.1.8.C.3.a	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
SOC.6.1.8.D.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
SOC.6.1.8.B.3.a	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
SOC.6.1.8.D.3.d	Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.C.3.b	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.
SOC.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.
SOC.6.1.8.B.3.d	Explain why New Jersey's location played an integral role in the American Revolution.
SOC.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.8.D.3.c	Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
SOC.6.3.8.C.1	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

## Instructional Activities

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Research on consequences experienced by American colonists and role play illustrating various feelings/letter writing activity.

Interactive Map Activities: Trace the progression of the various battles of the Revolutionary War

Timelines: Create an interactive timeline for both the Causes of the Revolution and the Revolution itself  
Founders Trading Cards: Create sets of baseball card-like cards for the founders of the nation; research contributions and rank them to create a game  
Collaborative rewording of Declaration of Independence.  
Research on Daniel Shays and role play of how Articles of Confederation meet the needs of Americans.  
Research on the writers of the Constitution and compromises made.

## Interdisciplinary Connections

Language Arts: There are several age-appropriate books available to coordinate with LAL  
Art / Technology: The Founders Trading Cards; research and create a series of trading cards for the Revolution, the Declaration of Independence and the Constitution (Collect them all!)

## Assessment

### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader's Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

### **Benchmark:**

ELA Research based benchmark

### **Summative:**

End-of-marking period Assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

### **Alternative:**

Portfolio

Living History Museum

Conferences

Concept Map

Demonstration station

### **Texts and Resources**

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United States History, Beginnings to 1877, Holt American Civics, Holt

<https://app.discoveryeducation.com/learn/search?q=american%20revolution>

<http://www.history.com/topics/american-revolution> <http://www.theamericanrevolution.org>

<http://www.pbs.org/ktca/liberty/>

<http://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/?no-ist>

<http://exchange.smarttech.com/search.html?q=%20Causes%20of%20American%20Revolution>

[http://www.ducksters.com/history/colonial\\_america/french\\_and\\_indian\\_war.php](http://www.ducksters.com/history/colonial_america/french_and_indian_war.php)

<http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/>

<http://teachingamericanhistory.org/static/neh/interactives/americanrevolution/>

# Unit #3, Social Studies, The Constitution

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **January**  
Length: **30 days**  
Status: **Published**

## Enduring Understanding

The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

## Essential Questions

1. How did the ideals of the Revolution impact the early government of the United States?
2. How did compromise impact the development of the Constitution and the government?

## NJ Student Learning Standards

SOC.6.1.8.A.3.d	Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
SOC.6.1.8.A.3.a	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.
SOC.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.
SOC.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.
SOC.6.1.8.A.3.c	Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights
SOC.6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
SOC.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).
SOC.6.1.8.A.3.b	Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.
SOC.6.1.8.A.3.g	Evaluate the impact of the Constitution and Bill of Rights on current day issues.
SOC.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.
SOC.6.1.8.A.3.e	Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.
SOC.6.1.8.A.3.f	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
SOC.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

## Instructional Activities

Create a government: Research various governments and determine what combinations would work best; create a Constitution

The Framers: Research and report biographies

Debates: Research the main debates; stage a mock debate

## Interdisciplinary Connections

Art / Technology: Framers; research and create bio-cards on the framers

Language Arts: Compare and contrast the Articles of Confederation and the Constitution Persuasive essay to keep or replace

## Assessment:

### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader's Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

### Benchmark:

ELA Research based benchmark

### Summative:

End-of-marking period Assessment/ Performance Task

Unit Test  
Culminating Learning Project  
End-of-year Assessment

**Alternative:**

Portfolio  
Living History Museum  
Conferences  
Concept Map  
Demonstration station

**Texts and Resources**

United States History, Beginnings to 1877, Holt American Civics, Holt  
<https://app.discoveryeducation.com/learn/search?q=the%20constitution>  
<http://www.freetech4teachers.com/2011/09/interactive-games-and-lesson-about-us.html#.V4-SDVJYXww>  
[http://www.archives.gov/exhibits/charters/constitution\\_transcript.html](http://www.archives.gov/exhibits/charters/constitution_transcript.html)  
<http://constitutioncenter.org/interactive-constitution> <http://www.history.com/topics/constitution>

# Unit #4, Social Studies, American Expansion

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **February**  
Length: **40 days**  
Status: **Published**

## Enduring Understanding

Westward movement, industrial growth, increased immigration, slavery, and development of transportation systems increased regional tensions.

## Essential Questions

1. How did the concept of Manifest Destiny influence the growth of the United States after the Revolutionary War?
2. What impact did the westward movement have politically, socially, and economically on different regions of the United States?
3. How did slavery evolve from the Revolution to the beginning of the Civil War?

## NJ Student Learning Standards

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SOC.6.1.8.D.4.b SOC.6.1.8.B.4.a	Describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period. Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
SOC.6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
SOC.6.1.8.A.4.c SOC.6.1.8.A.4.a	Assess the extent to which voting rights were expanded during the Jacksonian period. Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
SOC.6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.
SOC.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.6.1.8.C.4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
SOC.6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
SOC.6.1.8.C.4.c	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.
SOC.6.1.8.D.4.c SOC.6.3.8	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.1.8.C.3.c	Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

## Instructional Activities

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1. Interactive map activities: Trace the growth of the United States from the end of the Revolution to the beginning of the Civil War
2. Timeline activities: Track the events of westward expansion, industrialization and the resulting conflicts
3. The Amistad: Research the events and the outcome and the impact
4. The Louis and Clark Expedition

## Interdisciplinary Connections

Science / Technology: Research the scientific and technological advancements related to the Corps of Discovery

Language Arts: Research an appropriate book on slavery during the pre-Civil War era

## Assessment

### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader's Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

**Choral Response:** In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.

**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

**Hand Signals:** Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand \_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_ (e.g., thumbs down). - I'm not completely sure about \_\_\_\_\_ (e.g., wave hand).

**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

**Benchmark:**

ELA Research based benchmark

**Summative:**

End-of-marking period Assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

**Alternative:**

Portfolio

Debate

Living History Museum

Conferences

Concept Map

Demonstration station

**Texts and Resources**

United States History, Beginnings to 1877, Holt American Civics, Holt

<http://www.history.com/topics/westward-expansion>

<https://app.discoveryeducation.com/learn/search?q=westward%20expansion>

<https://www.archives.gov/education/lessons/amistad/> <http://www.history.com/topics/amistad-case>

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/industrialrevolution/>

[pdf/teacher\\_guide.pdf](pdf/teacher_guide.pdf) <http://www.history.com/topics/industrial-revolution>

# Unit #5, Social Studies, The Civil War

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **April**  
Length: **30 days**  
Status: **Published**

## Enduring Understanding

The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.

## Essential Questions

1. What factors lead to the Civil War?
2. How did the regional differences between the North and South impact the course and outcome of the Civil War?
3. What was the impact of the Civil War on the nation?

## NJ Student Learning Standards

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SOC.6.1.8.C.5.a	Assess the human and material costs of the Civil War in the North and South.
SOC.6.1.8.D.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
SOC.6.1.8.D.5.b	Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.
SOC.6.1.8.A.5.a	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
SOC.6.1.8.D.5.c	Examine the roles of women, African Americans, and Native Americans in the Civil War.
SOC.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.
SOC.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## Instructional Activities

Interactive map activities: The Civil War; examine the chronology of the Civil War through the geography of the nation

Technology of the Civil War: Examine the nation through advancements in technology and their impact on economic, social and political conditions in both the North and South

Civil War Report: Research and report on a topic of the Civil War

The Gettysburg Address - Less is More: Examine the powerful and lasting impression the address has

## Interdisciplinary Connections

Language Arts: Research and report on the causes of the Civil War

Language Arts: Select an appropriate book to coordinate

Music: Explore the history of modern music to its roots in the south

## Assessment

### Formative Assessment:

**A-B-C Summaries:** Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.

**Debriefing:** A form of reflection immediately following an activity.

**Idea Spinner:** The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”

**Inside-Outside Circle:** Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new

**Reader’s Theater:**

**Exit Card:** Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

**Portfolio Check:** Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.

**Quiz:** Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer.

**Journal Entry:** Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.

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**Misconception Check:** Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.

**Student Conference:** One on one conversation with students to check their level of understanding.

**3-Minute Pause:** The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

**Observation:** Walk around the classroom and observe students as they work to check for learning.

**Self-Assessment:** A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.

**Index Card/Summaries/Questions:** Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.

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**One Minute Essay:** A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.

**Analogy Prompt:** Present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_ because \_\_\_\_\_.

**Web or Concept Map:** Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.

<http://www.graphic.org/concept.html>

## **Benchmark:**

ELA Research based benchmark

## **Summative:**

End-of-marking period Assessment/ Performance Task

Unit Test

Culminating Learning Project

End-of-year Assessment

**Alternative:**

Portfolio

Debate

Living History Museum

Conferences

Concept Map

Demonstration Station

**Texts and Resources**

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United States History, Beginnings to 1877, Holt American Civics, Holt

<http://www.pbs.org/opb/historydetectives/feature/causes-of-the-civil-war/>

[http://americanhistory.about.com/od/civilwarmenu/a/cause\\_civil\\_war.htm](http://americanhistory.about.com/od/civilwarmenu/a/cause_civil_war.htm)

<http://www.history.com/topics/american-civil-war/american-civil-war-history>

<http://www.history.com/topics/american-civil-war>

<https://app.discoveryeducation.com/learn/search?q=civil%20war>

<http://exchange.smarttech.com/search.html?q=%20Cause%20of%20Civil%20War>

<http://www.civilwar.org/battlefields/gettysburg.html>

# Unit #6, Social Studies, Reconstruction

Content Area: **Social Studies**  
Course(s): **Social Studies**  
Time Period: **May**  
Length: **20 days**  
Status: **Published**

## Enduring Understanding

The Civil War and Reconstruction had a lasting impact on the development of the United States.

## Essential Questions

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1. What were the human costs and material costs of the Civil War in the North and the South?
2. What were the long term effects in American society due to the Reconstruction?

## NJ Student Learning Standards

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SOC.6.1.8.C.5.b  
SOC.6.1.8.D.5.d

Analyze the economic impact of Reconstruction on the South from different perspectives.  
Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

SOC.6.1.8.A.5.b

Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

SOC.6.3.8

All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## Instructional Activities

1. Map Activities: The Impact of Military Districts; examine the role military districts and governors played in Reconstruction
2. Research report: The Long-term impact of Reconstruction on race relations

## Interdisciplinary Connections

Language Arts: Compare and contrast the views to reconstruct the South between Lincoln and Johnson

## Assessment

### Formative:

Journal  
Checklists  
Pair share activity  
Exit ticket/cards  
Fist Five  
List 10 Things  
Reflection Journals

### Benchmark:

ELA Research Based Benchmark

### Summative:

End-of-marking period Assessment/ Performance Task  
Unit Test  
Culminating Learning Project  
End-of-year Assessment  
Research Project

**Alternative:**

Portfolio  
Conferences  
Concept Map  
Demonstration Station  
Living History Museum

**Texts and Resources**

United States History, Beginnings to 1877, Holt American Civics, Holt  
<https://app.discoveryeducation.com/learn/search?q=reconstruction>  
<http://www.history.com/topics/american-civil-war/reconstruction>  
[http://www.pbs.org/wnet/jimcrow/stories\\_events\\_reconstruct.html](http://www.pbs.org/wnet/jimcrow/stories_events_reconstruct.html)  
[http://www.pbs.org/wgbh/amex/reconstruction/activism/ps\\_1866.html](http://www.pbs.org/wgbh/amex/reconstruction/activism/ps_1866.html)