

# BENWAY SCHOOL

Social Studies Curriculum

Grade 8



**Benway School****Unit 1****Content Area:** Social Studies**Unit Title:** *Beginnings of the United States***Grade Level:** 8**Unit Overview:** In this unit, the students will gain an understanding of how the first few decades of American History made a lasting impact on the nation.**Recommended Pacing:** 8-10 weeks (September-November)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Analyze the Articles of Confederation and its flaws. Discuss the Constitution as the document that outlines our laws and government today. Review its effectiveness and how it is used presently.	<b>6.1.8.A.3.b-g 6.1.8.B.3.b 6.1.8.C.3.b</b>
Evaluate how the early Presidents set a precedent for all those to follow.	<b>6.1.8.A.4.a 6.1.8.D.3.c 6.3.8.A.1 6.3.8.B.1 6.3.8.D.1</b>
Research, analyze, write and present informative and argumentative pieces that reflect independent transfer of knowledge from literacy instruction at the grade level.	<b>D2.Civ.14.6-8</b>
Participate and facilitate discussion with various audiences on controversial public issues.	<b>6.3.8.A.3, D3.3.6-8, D3.4.6-8, D4.1.6-8, D4.2.6-8, D4.3.6-8, D4.4.6-8, D4.5.6-8</b>
Differentiate between issues of public and private/personal interest.	<b>D2.Civ.10.6-8</b>
Provide strong support for their position on key public policy issues in the nation and world.	<b>D2.Civ.11.6-8, D2.Civ.13.6-8, D4.6.6-8</b>
Demonstrate a broad understanding of five key domains of public policy: economic, social, environmental, political, and international relations issues.	<b>D2.Eco.2.6-8</b>
Differentiate between issues of public and private/personal interest.	<b>D2.Civ.10.6-8</b>
Provide strong support for their position on key public policy issues in the nation and world.	<b>D2.Civ.11.6-8, D2.Civ.13.6-8, D4.6.6-8</b>
Demonstrate a broad understanding of five key domains of public policy: economic, social, environmental, political, and international relations issues.	<b>D2.Eco.2.6-8</b>
Apply disciplinary reasoning and principles when making informed decisions about issues in the economic domain.	<b>D2.Civ.6.6-8</b>
Recognize and appreciate the complexity of public policy making and interrelationship between governmental and non-governmental institutions.	<b>D2.Civ.3.6-8, D2.Civ.4.6-8</b>
Appreciate that individual citizens should care, become informed, and remain active in resolving public policy issue discussions.	<b>D2.Civ.1.6-8</b>

Value the perspectives of individuals with contrasting views on topics when making judgments about public policy issues.	<b>6.3.8.A.3</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</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.	<b>6.1.8.A.3.b</b>
Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	<b>6.1.8.A.3.c</b>
Compare and contrast the Articles of Confederation and the United States	<b>6.1.8.A.3.d</b>
Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.	<b>6.1.8.A.3.e</b>
Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	<b>6.1.8.A.3.f</b>
Evaluate the impact of the Constitution and Bill of Rights on current day issues.	<b>6.1.8.A.3.g</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.	<b>6.1.8.B.3.b</b>
Summarize the effect on inflation and debt on the American people and the response of state and national governments during this time.	<b>6.1.8.C.3.b</b>
Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	<b>6.1.8.A.4.a</b>
Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.	<b>6.1.8.D.3.c</b>
Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.	<b>6.3.8.A.1</b>
Collaborate with international students to deliberate about and address issues of gender equality, child morality, or education.	<b>6.3.8.A.3</b>
Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.	<b>6.3.8.B.1</b>
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	<b>6.3.8.D.1</b>
<b>College, Career, and Civic Life (C3) Framework</b>	
Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.	<b>D2.Civ.1.6-8</b>
Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.	<b>D2.Civ.3.6-8</b>
Explain the powers and limits of the three branches of government, public officials, and bureaucracies at different levels in the United States and in other countries.	<b>D2.Civ.4.6-8</b>

Describe the roles of political, civil, and economic organizations in shaping people’s lives.	<b>D2.Civ.6.6-8</b>
Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	<b>D2.Civ.10.6-8</b>
Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	<b>D2.Civ.11.6-8</b>
Analyze the purposes, implementation, and consequences of public policies in multiple settings.	<b>D2.Civ.13.6-8</b>
Compare historical and contemporary means of changing societies, and promoting the common good.	<b>D2.Civ.14.6-8</b>
Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.	<b>D2.Eco.2.6-8</b>
Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<b>D3.3.6-8</b>
Develop claims and counterclaims while pointing out the strengths and limitations of both.	<b>D3.4.6-8</b>
Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	<b>D4.1.6-8</b>
Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	<b>D4.2.6-8</b>
Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	<b>D4.3.6-8</b>
Critique arguments for credibility.	<b>D4.4.6-8</b>
Critique the structure of explanations.	<b>D4.5.6-8</b>
Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	<b>D4.6.6-8</b>

**Interdisciplinary Connections**

*(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)*

*English Language Arts:* Texts including primary source documents, American literature, and nonfiction will be utilized. The students will analyze arguments, write to offer and support opinions, and convey real or imagined experiences and events. Additionally, they will respond analytically to fiction and nonfictions sources, engage in research projects, and incorporate narrative elements into informative/explanatory texts. Specifically, these narrative accounts will be incorporated into their analysis of individuals and events of historical importance.

**English Language Arts**

- Cite specific textual evidence to support analysis of primary and secondary sources. **RH.6-8.1**

- 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.6-8.2**
- 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.6-8.3**
- 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.6-8.4**
- Distinguish among fact, opinion, and reasoned judgment in a text. **RH.6-8.8**
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. **WHST.6-8.2**
  - 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.
- Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. **WHST.6-8.4**
- 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.6-8.5**
- Draw evidence from informational texts to support analysis, reflection, and research. **WHST.6-8.9**

<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Demonstrate knowledge of a real world problem using digital tools.	<b>8.1.8.A.1</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Demonstrate the application of appropriate citations to digital content.	<b>8.1.8.D.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.	<b>8.2.8.B.5</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>

Relate how the demand for certain skills determines an individual's earning power.	<b>9.1.8.A.5</b>
Explain how income affects spending decisions.	<b>9.1.8.A.6</b>
Explain the effect of the economy on personal income, individual and family security, and consumer decisions.	<b>9.1.8.B.5</b>
Evaluate the relationship of cultural traditions and historical influences on financial practice.	<b>9.1.8.B.6</b>
Distinguish between income and investment growth.	<b>9.1.8.D.4</b>
Explain the economic principle of supply and demand.	<b>9.1.8.D.5</b>
Explain how the economic system of production and consumption may be a means to achieve significant societal goals.	<b>9.1.8.F.1</b>
Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.	<b>9.1.8.F.3</b>
Determine criteria for deciding the amount of insurance protection needed.	<b>9.1.8.G.2</b>
Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	<b>9.2.8.B.4</b>
<b>Career Ready Practices</b>	
<b>Indicator</b>	
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Government, Constitution, Amendment, Revolution, Declaration of war, Checks and Balances, War of 1812, Embargo, Transfer of power, Monroe Doctrine, Corrupt Bargain, Era of Good Feelings, Alien and Sedition Act, XYZ Affair, Whiskey Rebellion, 12 <sup>th</sup> Amendment	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments:</b>	
<ul style="list-style-type: none"> <li>● Classroom discussion</li> <li>● Individual and group projects</li> <li>● Lesson participation</li> <li>● Participation in classroom assignments</li> <li>● Performance-based assessments</li> <li>● Tests and quizzes</li> </ul>	
<b>Learning Activities:</b>	
<ul style="list-style-type: none"> <li>● Whole class and small group discussions</li> <li>● Independent and group work</li> <li>● Understand how the Constitution was written to defend citizens</li> <li>● Empathize with marginalized groups that have been mistreated or neglected</li> <li>● Analyze how a President handles growing issues within the nation</li> <li>● Determine how the actions taken by the government effect the nation as a whole</li> </ul>	

- Explore geographic, technological, cultural and economic expansion and its effect on the development of the United States
- Explore the Constitution and the rights it grants
- Analyze the constitutionality (or unconstitutionality...) of government policies
- Determine the reasons Americans moved away from the Articles of Confederation
- Recognizing bias and credibility
- Connecting the past to the present
- Inquiry and critical thinking
- Historical empathy
- Multiple perspectives
- Engaging in discussions
- Debates
- Create a Country Project: Students will see first-hand how difficult it was to create a nation by working in groups to create their own counties. They will design its shape, flag and currency while having allies, enemies and creating exports to send out to the rest of the world. A written component will discuss the history of their nation, allies and enemies and laws that make their nation unique from the rest of the world.
- C3 Framework:
  - Dimension 1: Developing questions and planning inquiries
  - Dimension 2: Applying disciplinary concepts and tools (perspectives of people in the present shaping their interpretation of the past)
  - Dimension 3: Evaluating sources using evidence
  - Dimension 4: Communicating conclusions and taking informed action

**Inquiry:** How did the ideas in the Constitution impact America then and now? Why did Americans do away with the Articles of Confederation and create the Constitution? How did economic, social and political changes during the first few decades of the United States effect the nation for the following few years? What attitudes did Americans exhibit towards African-Americans, women, immigrants and other social groups during the foundational years of the United States?

**Instructional Materials:**

- Smartboard
- Laptop cart

**Teacher Resources:**

- Classroom Libraries
- [Readworks.org](http://Readworks.org)
- United States History: Beginnings to 1877

**Web Sources:**

- Library of Congress
- PBS Andrew Jackson page

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

<b><u>Gifted and Talented</u></b> <i>(content, process, product, and learning environment)</i>	<b><u>English Language Learners</u></b>
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<p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion. Debate topics of interest/cultural importance.</li> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	<p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP or 504 team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> </ul>



- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests

- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

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| <ul style="list-style-type: none"><li>● Establish procedures for accommodations/modifications for assessments</li></ul> |  |
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**Benway School****Unit 2****Content Area:** Social Studies**Unit Title:** *Manifest Destiny and the Industrial Revolution***Grade Level:** 8**Unit Overview:** In this unit, the students will study the impact of Manifest Destiny and the Industrial Revolution on our nation.**Recommended Pacing:** 8-10 weeks (November-January)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Analyze geographic, technological, cultural and economic expansion and its effect on the development of the United States.	<b>6.1.8.B.4.b, 6.1.8.C.4.a, 6.1.8.C.4.b 6.1.8.C.4.c, D2.Geo.3.6-8, D2.Eco.1.6-8</b>
Evaluate the morality and ethics of Westward Expansion.	<b>6.1.8.B.3.a, 6.1.8.A.4.a, 6.1.8.D.4.a, D2.His.16.6-8</b>
Consider the Constitutionality of government policies meant to promote expansion.	<b>6.1.8.D.3.a, D2.Civ.14.6-8, D2.His.4.6-8</b>
Describe the reasons Americans moved during expansion.	<b>6.1.8.B.4.a, 6.1.8.A.4.b, D2.Geo.4.6-8, D2.Geo.8.6-8, D2.Geo.7.6-8, D2.Eco.7.6-8</b>
Analyze the roles that the Industrial Revolution played in Manifest Destiny and the improvement of American lives.	<b>6.1.8.C.3.c 6.1.8.C.4.b 6.1.8.C.4.c 6.3.8.C.1</b>
Identify the characteristics that enable a community to thrive.	<b>D3.1.6-8</b>
Describe why communities are important to our lives.	<b>D3.1.6-8</b>
Compare and contrast cultures around the world.	<b>6.3.8.A.3, D3.1.6-8, D3.2.6-8</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	<b>6.1.8.B.3.a</b>
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.	<b>6.1.8.C.3.c</b>

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.	<b>6.1.8.D.3.a</b>
Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	<b>6.1.8.A.4.a</b>
Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	<b>6.1.8.A.4.b</b>
Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	<b>6.1.8.B.4.a</b>
Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.	<b>6.1.8.B.4.b</b>
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.	<b>6.1.8.C.4.a</b>
Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.	<b>6.1.8.C.4.b</b>
Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	<b>6.1.8.C.4.c</b>
Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.	<b>6.1.8.D.4.a</b>
Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.	<b>6.3.8.A.3</b>
Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).	<b>6.3.8.C.1</b>
<b>College, Career, and Civic Life (C3) Framework</b>	
Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different environmental and cultural characteristics.	<b>D2.Geo.3.6-8</b>
Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places.	<b>D2.Geo.4.6-8</b>
Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement.	<b>D2.Geo.8.6-8</b>
Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices.	<b>D2.Geo.7.6-8</b>
Compare historical and contemporary means of changing societies, and promoting the common good.	<b>D2.Civ.14.6-8</b>
Explain how economic decisions affect the well-being of individuals, businesses, and society.	<b>D2.Eco.1.6-8</b>
Analyze multiple factors that influenced the perspectives of people during different historical eras.	<b>D2.His.4.6-8</b>
Organize applicable evidence into a coherent argument about the past.	<b>D2.His.16.6-8</b>
Analyze the role of innovation and entrepreneurship in a market economy.	<b>D2.Eco.7.6-8</b>

Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.	<b>D3.1.6-8</b>
Evaluate the credibility of a source by determining its relevance and intended use.	<b>D3.2.6-8</b>
<b>Interdisciplinary Connections</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
<p><i>English Language Arts:</i> Texts including primary source documents, American literature, and nonfiction will be utilized. The students will analyze arguments, write to offer and support opinions, and convey real or imagined experiences and events. Additionally, they will respond analytically to fiction and nonfictions sources, engage in research projects, and incorporate narrative elements into informative/explanatory texts. Specifically, these narrative accounts will be incorporated into their analysis of individuals and events of historical importance.</p>	
<p><b>English Language Arts</b></p>	
<ul style="list-style-type: none"> <li>● Cite specific textual evidence to support analysis of primary and secondary sources. <b>RH.6-8.1</b></li> <li>● 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. <b>RH.6-8.2</b></li> <li>● 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). <b>RH.6-8.3</b></li> <li>● Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <b>RH.6-8.4</b></li> <li>● Distinguish among fact, opinion, and reasoned judgment in a text. <b>RH.6-8.8</b></li> <li>● Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. <b>WHST.6-8.2</b> <ul style="list-style-type: none"> <li>a) Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension.</li> <li>b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c) Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d) Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e) Establish and maintain a formal/academic style, approach, and form.</li> <li>f) Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> </li> <li>● Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. <b>WHST.6-8.4</b></li> <li>● 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. <b>WHST.6-8.5</b></li> <li>● Draw evidence from informational texts to support analysis, reflection, and research. <b>WHST.6-8.9</b></li> </ul>	
<b>New Jersey Student Learning Standards</b> <b>Technology</b>	<b>Indicator</b>

<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Demonstrate knowledge of a real world problem using digital tools.	<b>8.1.8.A.1</b>
Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.	<b>8.1.8.A.2</b>
Demonstrate the application of appropriate citations to digital content.	<b>8.1.8.D.2</b>
Assess the credibility and accuracy of digital content.	<b>8.1.8.D.4</b>
Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.	<b>8.2.8.B.5</b>
Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.	<b>8.2.8.E.1</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate how the demand for certain skills determines an individual's earning power.	<b>9.1.8.A.5</b>
Explain how income affects spending decisions.	<b>9.1.8.A.6</b>
Explain the effect of the economy on personal income, individual and family security, and consumer decisions.	<b>9.1.8.B.5</b>
Evaluate the relationship of cultural traditions and historical influences on financial practice.	<b>9.1.8.B.6</b>
Explain how the economic system of production and consumption may be a means to achieve significant societal goals.	<b>9.1.8.F.1</b>
Relate the impact of business, government, and consumer fiscal responsibility to the economy and to personal finance.	<b>9.1.8.F.3</b>
Determine criteria for deciding the amount of insurance protection needed.	<b>9.1.8.G.2</b>
Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	<b>9.2.8.B.4</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Caravan, Erie Canal, Gold Rush, Missouri Compromise, Compromise of 1820, Henry Clay, Journey of Lewis and Clark, Oregon Trail, Trail of Tears, Sacagawea, Transcontinental Railroad, Steam Engine, Claremont,	
<b>Evidence of Learning</b>	
<b>Additional Suggested Assessments:</b>	

- Classroom discussion
- Individual and group projects
- Lesson participation
- Participation in classroom assignments
- Performance-based assessments
- Tests and quizzes

**Learning Activities:**

- Whole class and small group discussions
- Independent and group work
- Understand economic progress does not always yield social or political progress
- Empathize with marginalized groups that have been mistreated or neglected
- Analyze how a government handles an expanding nation
- Determine how movement and progress generates new ideas, technology and cultures
- Explore geographic, technological, cultural and economic expansion and its effect on the development of the United States
- Explore morality and ethics of Westward Expansion
- Analyze the constitutionality (or unconstitutionality...) of government policies meant to promote expansion
- Determine the reasons Americans moved during expansion
- Argumentation
- Recognizing bias and credibility
- Connecting the past to the present
- Inquiry and critical thinking
- Historical empathy
- Multiple perspectives
- Engaging in discussions
- Debates
- Technological Advancements Flip Book: Mini research project where students identify inventor, time period etc. of the inventions of the 19th century. Add reflection to significance of these inventions in the 21st century.
- Westward Expansion Children's Book: Students will choose the perspective of one group of Americans during the Industrial Revolution and Westward Expansion of the 19th century -(ex: a family on the Oregon Trail, a women in the Cottage Industry, an African American slave, an abolitionist, a Native American, etc.) and write a complete authentic narrative describing the group's journey. The storybook will end with a "moral" or "life lesson" like most children's books do, to reflect upon the struggle of these groups.
- C3 Framework:
  - Dimension 1: Developing questions and planning inquiries
  - Dimension 2: Applying disciplinary concepts and tools (perspectives of people in the present shaping their interpretation of the past)
  - Dimension 3: Evaluating sources using evidence
  - Dimension 4: Communicating conclusions and taking informed action
- **Inquiry:** How did the ideas of "manifest destiny" impact American culture? Why did Americans travel west? How did economic, social and political changes during Westward Expansion change

American life? What attitudes did Americans exhibit towards African-Americans, women, immigrants and other social groups during Westward Expansion?

**Instructional Materials:**

- Smartboard

**Teacher Resources:**

- Classroom Libraries
- United States History: Beginnings to 1877

**Web Sources:**

- Library of Congress

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
- Design surveys to generate and analyze data to be used in discussion.  
Debate topics of interest/cultural importance.
- Authentic listening and reading sources that provide data and support for speaking and writing prompts
- Exploration of art and/or artists to understand society and history
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Anchor activities
- Use of higher-level questioning techniques
- Provide assessments at a higher-level of thinking

**English Language Learners**

**Modifications:**

- Modified assignments
- Native language translation (peer, online assistive technology, translation device, bilingual dictionary)
- Extended time for assignment completion as needed
- Highlight key vocabulary
- Use graphic organizers

**Students with Disabilities**

*(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP team)*

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments

**Students at Risk of School Failure**

**Modifications for Classroom:**

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and practice
- Model skills/techniques to be mastered



- Repetition and practice
- Model skills/techniques to be mastered
- Extended time to complete class work
- Provide copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication
- Continue to develop phrasing and fluency while reading aloud, as needed
- Encourage silent reading for short periods of time
- Use close reading strategies
- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading

- Extended time to complete class work
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher
- Student may request to use a computer to complete assignments
- Establish expectations for correct spelling on assignments
- Extra textbooks for home
- Student may request books on tape/CD/digital media, as available and appropriate
- Assign a peer helper in the class setting
- Provide oral reminders and check student work during independent work time
- Assist student with long and short term planning of assignments
- Encourage student to proofread assignments and tests
- Provide regular parent/school communication
- Teachers will check/sign student agenda daily
- Student requires use of other assistive technology device

**Modifications for Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
- Provide the student with clearly stated (written) expectations and grading criteria for assignments.
- Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

- Use citing the text strategy to develop oral and written summarization skills
- Continue using marking the text strategy
- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
- Write routinely and engage in peer editing with teacher guidance

**Modifications for Assessments:**

- Extended time on classroom tests and quizzes
- Student may take/complete tests in an alternate setting as needed
- Restate, reread, and clarify directions/questions
- Distribute study guide for classroom tests
- Establish procedures for accommodations/modifications for assessments

**Benway School****Unit 3****Content Area:** Social Studies**Unit Title:** *Antebellum America***Grade Level:** 8**Unit Overview:** Students will study the causes of the Civil War from Jackson through Fort Sumter. They will explore the people and laws passed by legislative bodies that led to the deadliest war in American history.**Recommended Pacing:** 8-10 weeks (February-April)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Discuss the growth of the United States as a financial and military power in the world.	<b>6.1.8.A.4.a</b> <b>6.1.8.B.4.b</b> <b>6.1.8.C.4.a</b>
Provide strong support for how the growth of the middle class in the United States led to more political activity from this group.	<b>6.1.8.A.4.c</b> <b>6.1.8.C.4.c</b> <b>6.1.8.D.4.c</b>
Demonstrate a broad understanding of the main causes of the Civil War.	<b>6.1.8.D.4.b</b> <b>6.1.8.D.5.a</b> <b>6.3.8.A.3</b> <b>D3.3.6-8</b> <b>D4.1.6-8</b> <b>D4.2.6-8</b> <b>D4.3.6-8</b> <b>D4.4.6-8</b> <b>D4.5.6-8</b> <b>D4.6.6-8</b>
Analyze the roles that various Americans played during the Civil War.	<b>6.1.8.D.5.b</b> <b>6.1.8.D.5.c</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.	<b>6.3.8.A.3</b>
Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	<b>6.1.8.A.4.a</b>
Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.	<b>6.1.8.B.4.b</b>
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.	<b>6.1.8.C.4.a</b>
Assess the extent to which voting rights were expanded during the Jacksonian period.	<b>6.1.8.A.4.c</b>

Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	<b>6.1.8.C.4.c</b>
Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.	<b>6.1.8.D.4.b</b>
Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.	<b>6.1.8.D.4.c</b>
Prioritize the causes and events that led to the Civil War from different perspectives.	<b>6.1.8.D.5.a</b>
Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.	<b>6.1.8.D.5.b</b>
Examine the roles of women, African Americans, and Native Americans in the Civil War.	<b>6.1.8.D.5.c</b>
<b>College, Career, and Civic Life (C3) Framework</b>	
Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<b>D3.3.6-8</b>
Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.	<b>D4.1.6-8</b>
Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.	<b>D4.2.6-8</b>
Present adaptations of arguments and explanations on topics of interest to others to reach audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).	<b>D4.3.6-8</b>
Critique arguments for credibility.	<b>D4.4.6-8</b>
Critique the structure of explanations.	<b>D4.5.6-8</b>
Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.	<b>D4.6.6-8</b>
<b>Interdisciplinary Connections</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
<p><i>English Language Arts:</i> Texts including primary source documents, American literature, and nonfiction will be utilized. The students will analyze arguments, write to offer and support opinions, and convey real or imagined experiences and events. Additionally, they will respond analytically to fiction and nonfictions sources, engage in research projects, and incorporate narrative elements into informative/explanatory texts. Specifically, these narrative accounts will be incorporated into their analysis of individuals and events of historical importance.</p> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>● 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). <b>RH.6-8.6</b></li> <li>● Distinguish among fact, opinion, and reasoned judgment in a text. <b>RH.6-8.8</b></li> <li>● Analyze the relationship between a primary and secondary source on the same topic. <b>RH.6-8.9</b></li> </ul>	

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

<b>New Jersey Student Learning Standards Technology</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Demonstrate knowledge of a real world problem using digital tools.	<b>8.1.8.A.1</b>
Use and/or develop a simulation that provides an environment to solve a real world problem or theory.	<b>8.1.8.A.3</b>
Graph and calculate data within a spreadsheet and present a summary of the results	<b>8.1.8.A.4</b>
Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	<b>8.1.8.B.1</b>
Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.	<b>8.1.8.C.1</b>
Demonstrate an understanding of fair use and Creative Commons to intellectual property.	<b>8.1.8.D.3</b>
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	<b>8.1.8.F.1</b>
Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.	<b>8.2.8.B.3</b>
Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.	<b>8.2.8.B.6</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Explain how income affects spending decisions.	<b>9.1.8.A.6</b>
Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.	<b>9.1.8.E.1</b>
Compare and contrast product facts versus advertising claims.	<b>9.1.8.E.3</b>
Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.	<b>9.1.8.E.6</b>
Evaluate how fraudulent activities impact consumers, and justify the creation of consumer protection laws.	<b>9.1.8.E.7</b>

Explain how the economic system of production and consumption may be a means to achieve significant societal goals.	<b>9.1.8.F.1</b>
Examine the implications of legal and ethical behaviors when making financial decisions.	<b>9.1.8.F.2</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
<b>Career Ready Practices</b>	
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Antebellum, Nat Turner, Underground Railroad, Dred Scott, Compromise of 1850, Kansas-Nebraska Act, Bleeding Kansas, John Brown, Fugitive Slave Act, Republican, Mexican-American War, Middle Class, Immigration, Potato Famine	
<b>Evidence of Learning</b>	
<p><b>Additional Suggested Assessments:</b></p> <ul style="list-style-type: none"> <li>● Classroom discussion</li> <li>● Individual and group projects</li> <li>● Lesson participation</li> <li>● Participation in classroom assignments</li> <li>● Performance-based assessments</li> <li>● Tests and quizzes</li> </ul>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>● Whole class and small group discussions</li> <li>● Independent and group work</li> <li>● C3 Framework: <ul style="list-style-type: none"> <li>○ Dimension 1: Developing questions and planning inquiries</li> <li>○ Dimension 2: Applying disciplinary concepts and tools (perspectives of people in the present shaping their interpretation of the past)</li> <li>○ Dimension 3: Evaluating sources using evidence</li> </ul> </li> </ul> <p>Dimension 4: Communicating conclusions and taking informed action</p> <ul style="list-style-type: none"> <li>● Inquiry</li> <li>● Define secession and the Confederacy's rationale for seceding.</li> <li>● Evaluate the morality and ethics of using violence for a valiant cause (abolitionist John Brown, as an example)</li> <li>● Track the sequence of events that divided the country and led to the Civil War</li> <li>● Identify the shifting system of political parties in pre-Civil War elections</li> <li>● Analyze the extent to which art imitates life as a reflection of society in examples such as <i>Uncle Tom's Cabin</i></li> </ul>	

<ul style="list-style-type: none"> <li>● Effect of different economic industries on slavery</li> <li>● How to empathize with the experience of a slave</li> <li>● Causation</li> <li>● Argumentation</li> <li>● Recognizing bias and credibility</li> <li>● Connecting the past to the present</li> <li>● Inquiry and critical thinking</li> <li>● Historical empathy</li> <li>● Multiple perspectives</li> <li>● Engaging in discussions</li> <li>● Debates</li> <li>● “Civil War Cinema”: track the events that led up to and make up the Civil War. This will act as the “story board” of many different scenes in the Civil War movie. Students will pick a specific focus or perspective and create an iMovie to tell an original Civil War story.</li> <li>● Inquiry: Was war an effective solution to the conflict of slavery? What significant events led to Southern secession? What attempts to compromise were made to avoid war? Was it inevitable? What are examples of the federal government failing to stop the Civil War from occurring?</li> </ul>	
<b>Instructional Materials:</b> <ul style="list-style-type: none"> <li>● Text</li> <li>● Smartboard</li> <li>● Internet</li> </ul>	
<b>Primary Resources:</b> <ul style="list-style-type: none"> <li>● Uncle Tom’s Cabin</li> <li>● Lincoln/Douglass debates- media coverage</li> <li>● Lincoln’s addresses</li> <li>● Documents related to Southern Secession</li> </ul>	
<b>Other Sources:</b> <ul style="list-style-type: none"> <li>● Library of Congress</li> <li>● National Archives</li> <li>● Online Lincoln exhibitions</li> </ul>	
<b>Modifications &amp; Accommodations:</b> <i>*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit</i>	
<p style="text-align: center;"><b><u>Gifted and Talented</u></b></p> <p><i>(content, process, product, and learning environment)</i></p> <p><b>Extension Activities:</b></p> <ul style="list-style-type: none"> <li>● Conduct research and provide presentation of cultural topics</li> <li>● Design surveys to generate and analyze data to be used in discussion.</li> </ul> <p>Debate topics of interest/cultural importance.</p>	<p style="text-align: center;"><b><u>English Language Learners</u></b></p> <p><b>Modifications:</b></p> <ul style="list-style-type: none"> <li>● Modified assignments</li> <li>● Native language translation (peer, online assistive technology, translation device, bilingual dictionary)</li> <li>● Extended time for assignment completion as needed</li> <li>● Highlight key vocabulary</li> <li>● Use graphic organizers</li> </ul>

<ul style="list-style-type: none"> <li>● Authentic listening and reading sources that provide data and support for speaking and writing prompts</li> <li>● Exploration of art and/or artists to understand society and history</li> <li>● Implement RAFT (role, audience, format, topic) activities as they pertain to the types/modes of communication</li> <li>● Anchor activities</li> <li>● Use of higher-level questioning techniques</li> <li>● Provide assessments at a higher-level of thinking</li> </ul>	
<p style="text-align: center;"><b><u>Students with Disabilities</u></b> <i>(appropriate accommodations, instructional adaptation, and/or modifications as determined by the IEP team)</i></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul>	<p style="text-align: center;"><b><u>Students at Risk of School Failure</u></b></p> <p><b>Modifications for Classroom:</b></p> <ul style="list-style-type: none"> <li>● Pair visual prompts with verbal presentations</li> <li>● Ask students to restate information, directions, and assignments</li> <li>● Repetition and practice</li> <li>● Model skills/techniques to be mastered</li> <li>● Extended time to complete class work</li> <li>● Provide a copy of class notes</li> <li>● Preferential seating to be mutually determined by the student and teacher</li> <li>● Student may request to use a computer to complete assignments</li> <li>● Establish expectations for correct spelling on assignments</li> <li>● Extra textbooks for home</li> <li>● Student may request books on tape/CD/digital media, as available and appropriate</li> <li>● Assign a peer helper in the class setting</li> <li>● Provide oral reminders and check student work during independent work time</li> <li>● Assist student with long and short term planning of assignments</li> <li>● Encourage student to proofread assignments and tests</li> <li>● Provide regular parent/school communication</li> <li>● Teachers will check/sign student agenda daily</li> <li>● Student requires use of other assistive technology device</li> </ul> <p><b>Modifications for Homework and Assignments:</b></p> <ul style="list-style-type: none"> <li>● Extended time to complete assignments</li> </ul>



**Homework and Assignments:**

- Extended time to complete assignments
- Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.
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- Continue to develop phrasing and fluency while reading aloud, as needed
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- Continue to provide access to various genres
- Make available high interest, low readability texts for use during independent reading
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- Write short essays using various supporting strategies such as marking the text, graphic organizers, citing text, and teacher-prompts
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**Benway School****Unit 4****Content Area:** Social Studies**Unit Title:** *Civil War and Reconstruction***Grade Level:** 8

**Unit Overview:** In this unit, the students will study the Civil War and its aftermath. The students will focus on how the causes of the war lead to some of the more well-known battles and soldiers coming to prominence. Students will then study how the Reconstruction Era failed at an attempt to reunify the country.

**Recommended Pacing:** 8-10 weeks (April-June)

<b>Student Learning Objectives</b>	<b>NJSLS</b>
Analyze the roles that various Americans played during the Civil War.	<b>6.1.8.B.5</b>
Describe the leadership of Abraham Lincoln	<b>6.1.8.A.5.a-b</b>
Compare and contrast the North, South and West after the Civil War	<b>6.1.8.C.5.a</b>
Analyze documentary photos.	<b>D2.His.12.6-8</b>
Research the attempt to reunify the United States after the Civil War.	<b>6.1.8.C.5.b, 6.1.8.D.5.d 6.3.8.A.2</b>
Engage thoughtfully, carefully, and consistently in the study of current events outside the scope of an academic assignment.	<b>D2.Civ.7.6-8, D4.7.6-8, D4.8.6-8</b>
Research a topic and create a service learning project.	<b>D2.Civ.7.6-8, D2.Civ.10.6-8, D2.Civ.11.6-8, D2.Civ.14.6-8, D3.3.6-8, D3.4.6-8</b>
<b>New Jersey Student Learning Standards</b>	<b>Progress Indicator</b>
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).	<b>6.3.8.A.2</b>
Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	<b>6.1.8.A.5.a</b>
Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	<b>6.1.8.A.5.b</b>
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.	<b>6.1.8.B.5</b>
Assess the human and material costs of the Civil War in the North and South.	<b>6.1.8.C.5.a</b>
Analyze the economic impact of Reconstruction on the South from different perspectives.	<b>6.1.8.C.5.b</b>
Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	<b>6.1.8.D.5.d</b>
<b>College, Career, and Civic Life (C3) Framework</b>	

Apply civic virtues and democratic principles in school and community settings.	<b>D2.Civ.7.6-8</b>
Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society.	<b>D2.Civ.10.6-8</b>
Differentiate among procedures for making decisions in the classroom, school, civil society, and local, state, and national government in terms of how civic purposes are intended.	<b>D2.Civ.11.6-8</b>
Compare historical and contemporary means of changing societies, and promoting the common good.	<b>D2.Civ.14.6-8</b>
Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources.	<b>D2.His.12.6-8</b>
Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.	<b>D3.3.6-8</b>
Develop claims and counterclaims while pointing out the strengths and limitations of both.	<b>D3.4.6-8</b>
Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.	<b>D4.7.6-8</b>
Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.	<b>D4.8.6-8</b>
<b>Interdisciplinary Connections</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
<p><i>English Language Arts:</i> Texts including primary source documents, American literature, and nonfiction will be utilized. The students will analyze arguments, write to offer and support opinions, and convey real or imagined experiences and events. Additionally, they will respond analytically to fiction and nonfictions sources, engage in research projects, and incorporate narrative elements into informative/explanatory texts. Specifically, these narrative accounts will be incorporated into their analysis of individuals and events of historical importance.</p> <p><b>English Language Arts</b></p> <ul style="list-style-type: none"> <li>• By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently. <b>RH.6-8.10</b></li> <li>• 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. <b>WHST.6-8.10</b></li> </ul>	
<b>New Jersey Student Learning Standards</b>	
<b>Technology</b>	
<i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	
Demonstrate knowledge of a real world problem using digital tools.	<b>8.1.8.A.1</b>
Use and/or develop a simulation that provides an environment to solve a real world problem or theory.	<b>8.1.8.A.3</b>
Graph and calculate data within a spreadsheet and present a summary of the results	<b>8.1.8.A.4</b>

Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	<b>8.1.8.B.1</b>
Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.	<b>8.1.8.C.1</b>
Demonstrate an understanding of fair use and Creative Commons to intellectual property.	<b>8.1.8.D.3</b>
Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.	<b>8.1.8.F.1</b>
Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.	<b>8.2.8.B.3</b>
Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.	<b>8.2.8.B.6</b>
<b>New Jersey Student Learning Standards 21<sup>st</sup> Century Life and Career Skills</b> <i>(Additional standards should be applied, as needed, to enrich instruction and foster student achievement.)</i>	<b>Indicator</b>
Relate earning power to quality of life across cultures.	<b>9.1.8.A.4</b>
Relate how the demand for certain skills determines an individual's earning power.	<b>9.1.8.A.5</b>
Explain how income affects spending decisions.	<b>9.1.8.A.6</b>
Explain the effect of the economy on personal income, individual and family security, and consumer decisions.	<b>9.1.8.B.5</b>
Evaluate the relationship of cultural traditions and historical influences on financial practice.	<b>9.1.8.B.6</b>
Construct a budget to save for long-term, short-term, and charitable goals.	<b>9.1.8.B.7</b>
Prioritize personal wants and needs when making purchases	<b>9.1.8.E.4</b>
Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.	<b>9.2.8.B.3</b>
Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.	<b>9.2.8.B.4</b>
<b>Career Ready Practices</b>	<b>Indicator</b>
Act as a responsible and contributing citizen and employee.	<b>CRP1</b>
Apply appropriate academic and technical skills.	<b>CRP2</b>
Communicate clearly and effectively and with reason.	<b>CRP4</b>
Consider the environmental, social and economic impacts of decisions.	<b>CRP5</b>
Employ valid and reliable research strategies.	<b>CRP7</b>
Use technology to enhance productivity.	<b>CRP11</b>
Work productively in teams while using cultural global competence.	<b>CRP12</b>
<b>Key Vocabulary Words</b>	
Civil war, Confederate States of America, Rebels, Yankees, Fort Sumter, Shiloh, Bull Run, Gettysburg, Antietam, Vicksburg, Appomattox, Robert E. Lee, Stonewall Jackson, Jefferson Davis, Ulysses S. Grant, George B. McClellan, William Sherman, John Wilkes Booth, Reconstruction, Jim Crow Laws, Black Codes, Ku Klux Klan, Compromise of 1876	

## Evidence of Learning

### **Additional Suggested Assessments:**

- Classroom discussion
- Individual and group projects
- Lesson participation
- Participation in classroom assignments
- Performance-based assessments
- Tests and quizzes

### **Learning Activities:**

- Whole class and small group discussions
- Independent and group work
- C3 Framework:
  - Dimension 1: Developing questions and planning inquiries
  - Dimension 2: Applying disciplinary concepts and tools (perspectives of people in the present shaping their interpretation of the past)
  - Dimension 3: Evaluating sources using evidence
  - Dimension 4: Communicating conclusions and taking informed action
- Explain the hopes and goals of various Americans (Lincoln, Union soldiers, Confederate soldiers, abolitionists, women) during the Civil War
- Evaluate the wartime powers and influence of the president(s)
- What are the roles that various Americans played during the Civil War (women, African Americans, Native Americans, Confederate soldiers and Union soldiers)
- Events leading to and during Civil War conflict
- Causation
- Argumentation
- Recognizing bias and credibility
- Connecting the past to the present
- Inquiry and critical thinking
- Historical empathy
- Multiple perspectives
- Engaging in discussions
- Debates
- Class Digital Textbook: Research task- Find primary sources, images, vocabulary, headings to create a section of a digital textbook about the American Civil War
- “Civil War Cinema”: Track the events that led up to and make up the Civil War. This will act as the “story board” of many different scenes in the Civil War movie. Students will pick a specific focus or perspective and create an iMovie to tell an original Civil War story.
- Inquiry: Was war an effective solution to the conflict of slavery? How does the abolitionist movement expand during the Civil War? What problems remained after the end of the war? What were the ultimate goals and desires of abolitionists and African Americans? Were they achieved? How did the ending of Reconstruction affect the lives of American Americans for the next century?

### **Instructional Materials:**

- Smartboard
- Laptop cart

**Teacher Resources:**

- United States History: Beginnings to 1877

**Primary Resources:**

- Gettysburg Address
- Lincoln’s addresses
- Soldier narratives
- Personal accounts of nurses

**Modifications & Accommodations:**

*\*Please note that the following modifications and accommodations vary from unit to unit, and may be implemented for any student who would benefit*

**Gifted and Talented**

*(content, process, product, and learning environment)*

**Extension Activities:**

- Conduct research and provide presentation of cultural topics
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**Students at Risk of School Failure**

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