



Howell Township Public Schools Social Studies Curriculum Guide Grades 6-8

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Philosophy

“History is about high achievement, glorious works of art, music, architecture, literature, philosophy, science and medicine -- not just politics and the military -- as the best of politicians and generals have readily attested. History is about leadership, and the power of ideas. History is about change, because the world has never not been changing, indeed because life itself is change.”

David McCullough, 2003

Howell Township embraces this philosophy. Our twenty-first century students need to be equipped with historical knowledge to analyze change. They must understand history as a key to their future; not as a dusty vestige of the past, but as a dynamic gift. In an interdependent world, it is necessary that our students learn about the common human qualities that unite people, cultures, societies and economic systems that prevail in other parts of the world and recognize the political and cultural barriers that impede dialogue.

The social studies curriculum provides preparation and practice for lifelong citizenship skills. Citizenship in a democratic society requires the development of skills for critical thinking, decision-making, and participation. In a democratic society, citizens of all ages make decisions that affect themselves, their families, their communities, their nations, and the world.

The social studies curriculum is designed to interact with learning from other disciplines. It integrates history, geography, economics, civics and contemporary issues with the other curricular areas. Social studies should allow students to experience topics in depth rather than covering a lot of material at the surface level. The curriculum will help develop well-informed, responsible citizens who will be productive members of society, and who have learned to work actively and cooperatively with others.

Introduction

“The best prophet of the future is the past.”

Byron

The Social Studies Curriculum Framework for grades six through eight embraces the charge given to educators to develop enlightened citizens in a rapidly changing world. This curriculum provides the opportunity to experience Byron’s reflection as they study the past as a guide.

The chronological plan of study examines social studies skills, civics, history, economics and geography as they relate to each theme. The curriculum has been developed using the *Understanding by Design* model to enhance and expand instruction by providing teachers with a framework for instruction that is aligned to the New Jersey Student Learning Standards.

In this age of information, emphasis is placed not only on content, but on behavior that emphasizes reasoning and responsibility. In structuring learning experiences, the educator must assist students in making connections to real world experiences that make the learning relevant. Learning experiences should be active and inquiry based, with a variety of print and technology to encourage the adolescent learner to question and seek answers.

Current Events

Current events are a key component of instruction and should be a regular component of every unit. Examination of the past and the connection it has to the present is critical. Students will be aware of current events on a state, national, and international level. To learn how these events affect them, students will watch and analyze news broadcasts by relating current events to classroom topics. Newspapers, periodicals, and other forms of digital media will be used to review events. Students will be encouraged to evaluate current events using higher order thinking skills such as analysis, synthesis, and evaluation. Students will understand how past experiences have influenced and continue to influence the present day.

Writing Across the Curriculum

In order for students to be successful writers, writing must take place in all content areas. Communication with language arts teachers regarding the writing genres they have taught is crucial so that expectations for students are consistent across the content areas. Students should utilize their knowledge about writing to write about social studies content. The Social Studies teacher will provide regular opportunities for students to respond to topics related to the content in the forms of:

- Outlines*
- Captions*
- Political cartoons*
- Summaries*
- Journal entries*
- Open-ended questions*
- Essays*
- Research projects*

Best Practices

Best practices come from research-based, effective methodologies in presenting material in a manner to engage all students in the learning process. Thorough planning and collaborative discussions about instructional practices are part of the ongoing practice of teachers. Student activities and practices that reflect effective methodology include, but are not limited to providing students with:

- Regular opportunities to investigate topics in depth*
- The ability to exercise choice and responsibility by choosing their own topics*
- Opportunities for active participation in the classroom and the community*
- Exploration of open-ended questions that challenge their thinking*
- Opportunities for reading, writing, observing, discussing, and debating ideas*
- Activities that include independent inquiry and cooperative learning*
- Assessment of student learning that promotes lifelong responsible citizenship rather than the sole memorization of facts*
- Strategies and tools to read and comprehend informational text*

Grade 6

Units of Study

Grade 6 Social Studies Scope and Sequence

Units	Estimated Pacing/Weeks
Geography	1 week
Early Human Society & Agriculture	2 weeks
Mesopotamia	2/3 weeks
Ancient Egypt & Kush	3 weeks
Ancient India	1/2 weeks
Ancient China	2 weeks
Ancient & Classical Greece	3 weeks
The World of Ancient Rome	3 weeks

Grade 6 Unit 1**Unit Title:** Geography**Duration:** 1 Week**Standard:**

6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Indicators**New Jersey Student Learning Standards for Social Studies:**

6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.

6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.

6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).

6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations

6.2.8.GeoHE.4.a: Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.

Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Instructional Best Practices**District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and

relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts
(Read aloud & close reading)

Suggested Texts for Read Alouds: Non-fiction websites:

Textbooks:

McDougal Littell World History Ancient Through Early Modern Times
Chapter 1

Primary Sources:

See resources in McDougal Littell
See resources in DBQ

Nonfiction Websites:

<https://geography.mrdonn.org/index.html>

<https://tinyurl.com/y5y2xrac>

Suggested Assessments

NewsELA.com activities
Chapter tests
Quizzes
Written responses based upon essential questions
Trimester assessments

Targets	Focus Lessons	Suggested Resources
Determine student understanding of Geographical terms.	Track Hurricanes Floor map	NOAA
Determine the Themes of Geography	Climate Change Landforms	https://www.brainpop.com/search/?keyword=Geography+Themes
Determine the different types of maps and how to use them.	Venn Diagram	McDougal World History textbook pA21-A41

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

To assist in meeting these standards, students may:

- Man on the Street: Use unit geography terms to come up with geography based questions and then select people outside of class to interview and test their geography knowledge. Record interviews and edit into a timed bit fit for a television segment.
Possible video to use as a model for students:
https://www.youtube.com/watch?v=7_pw8duzGUg&list=PLg6YjcSLTXSW-y2kLzicXFeOxpHBiYyCy&index=6&t=0s
- Hurricane tracking for latitude and longitude Discuss climate change
- Create an autobiographical map using geographic landforms and map definitions.
- Discuss National Geography Bee and use practice questions weekly to prepare for Bee in December

Grade 6 Unit 2**Unit Title:** Early Human Societies & Agriculture**Duration:** 2 Weeks

6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Indicators**New Jersey Student Learning Standards for Social Studies:****Era 1. The Beginnings of Human Society**

Hunter/gatherers adapted to their physical environments using resources, the natural world, and technological advancements. The agricultural revolution led to an increase in population, specialization of labor, new forms of social organization, and the beginning of societies. Archaeology provides historical and scientific explanations for how ancient people lived.

Core Idea	Performance Expectations
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none">6.2.8.GeoPP.1.a: Compare and contrast the social organization, natural resources, and land use of early hunters/gatherers and those who lived in early agrarian societies.6.2.8.GeoPP.1.b: Use maps to examine the impact of the various migratory patterns of hunters/gatherers that moved from Africa to Eurasia, Australia, and the Americas.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none">6.2.8.HistoryCC.1.a: Describe the influence of the agricultural revolution on population growth and the subsequent development of civilizations (e.g., the impact of food surplus from farming).6.2.8.HistoryCC.1.b: Determine the impact of technological advancements on hunter/gatherer and agrarian societies.6.2.8.HistoryCC.1.c: Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	6.2.8.HistoryCC.1.d: Demonstrate an understanding of pre-agricultural and post-agricultural periods in terms of relative length of time.
Examining historical sources may answer questions, but it may also lead to questions in a spiraling process of inquiry.	6.2.8.HistorySE.1.a: Explain how archaeological discoveries are used to develop and enhance understanding of life prior to written records.

Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine development of cultures, societies, and nations?

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

**Recommended Texts
(Read aloud & close reading)****Textbooks:**

- McDougal Littell World History Ancient Through Early Modern Times Chapter 1

Primary Sources:

- See resources in McDougal Littell
- See resources in DBQ

Nonfiction and Realistic Fiction Suggestions:

- Atlas of Adventures by Rachel Williams
- When on Earth? DK Publishing
- T is for Time by Marie and Roland Smith
- First Farmers: The Origins of Agricultural Societies by Peter Belwood

Non-fiction websites:

<http://www.culture.gouv.fr/culture/arcnat/chauvet/fr/>
<http://www.culture.gouv.fr/culture/arcnat/lascaux/en/>
www.classzone.com
www.newsela.com

Suggested Assessments

NewsELA.com activities
Chapter tests
Quizzes
Written responses based upon essential questions

Targets	Suggested Lessons	Suggested Resources
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Determine how early man interacted and adapted with their environment	Research and analyze cave drawings, then create one Research natural materials and methods used to make tools	Tour Lascaux Cave: https://tinyurl.com/y6e6ljj4
Determine how settling in river valley help early man move from hunter gatherers to complex institution	ICEMAN of the Alps Webquests Journal entries from the perspective of someone living during this time period Research and summarize information to show the changes that shaped human communities such as: Differences between hunter/gatherer, fishing, and agrarian communities	McDougal World History Textbook p10-11 Newsela
Amistad- The continent of Africa has provided the setting for the beginning of the human race. All humans on Earth can trace their origins back 7 million years to Africa.	How life began in Africa and migrated to the rest of the world	McDougal World History

Standards that Support Learning

New Jersey Student Learning Standards:

Reading Standards for Informational Text:

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:

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

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

To assist in meeting these standards, students may:

- Write a short Historical fiction story on the Life and Death of Otzi (Iceman of the Alps)
- CSI Police Report for Death of Otzi [Click Here!](#)
- Compare and contrast Cave art of Lascaux and Avignon with art from today & create your own "cave painting"
- Use an Art teacher as a resource to make Pinch pots (Early Technology) Great hands on project.
- Village Game- Students will work in groups to develop a plan for how to construct a group "village" in order to understand the growth of ancient cities & civilizations. They will need to consider landforms to live by, farming techniques, village construction & protection, government & social structure, etc.
- Analyze artifacts from Catal Hayuk.
- Create your own community; which landforms would be the best to live near?

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Grade 6 Unit 3
Duration: 2 Weeks
Unit Title: Mesopotamia

Standard: 6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century...

Indicators

New Jersey Student Learning Standards for Social Studies:

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)

Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Human rights can be protected or abused in various societies.	6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Economic interdependence is impacted by increased specialization and trade.	6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
Historians develop arguments using evidence from multiple relevant historical sources.	6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce

resources? What are the possible consequences of these decisions for individuals, groups, and societies?

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Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Textbooks:

- McDougal Littell World History Ancient Through Early Modern Times Chapter 1

Primary Sources:

- See resources in McDougal Littell
- See resources in DBQ

Nonfiction and Historical Fiction Book Suggestions:

The Gilgamesh Trilogy Series: Gilgamesh the King, The Last Quest of Gilgamesh, The Revenge of Ishtar by Ludmila Zeman

Lugalbanda by Kathy Henderson

You Wouldn't Want to be a Sumerian Slave by Jacqueline Morely

Nonfiction Websites

www.classzone.com

www.newsela.com

www.tweentribune.com

Suggested Assessments

NewsELA.com activities

Chapter tests

Quizzes

Written responses based upon essential questions

Targets	Focus Lessons	Suggested Resources
Determine how the geography of Mesopotamia influenced where people settled and how they lived.	Map project	McDougal World History textbook p 24-25
Determine how the Mesopotamians formed their government and evolved into a civilization	Trading cards-Emperors Practice writing cuneiform on clay	Newsela
Describe the major inventions of Mesopotamia and how they influence the world today.	Code of law	Group projects
Describe the benefits that were offered to the Mesopotamian people for paying taxes.	Develop a quiz that identifies different emperors and what they specifically offered their people in return for paying taxes.	Quizlet Kahoot Quizzzz

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

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Modifications for Diverse Learners

- To assist in meeting these standards, teachers may:
- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

To assist in meeting these standards, students may:

- Develop an original form of writing as the Mesopotamians did. Decide how many letters should be in the alphabet and how to represent sounds with letters or symbols. Write down as a code to decipher and exchange a message with a classmate.
- Explore Hammurabi's Code via primary documents and determine which ones would still be considered fair in current times. Set up a class debate with supportive arguments supporting chosen laws.
- Make Mesopotamian Emperor Trading cards
- Use clay from an Art teacher to have students practice writing cuneiform in the clay. Use bamboo skewers as stylis.
- Gallery walk to highlight Mesopotmian inventions.
- Hammurabi's Code debate- Just or Unjust?
- Thirty second commercials to sell a Mesopotamian inventions.

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Grade 6 Unit 4**Unit Title:** Ancient Egypt and Kush**Duration:** Three Weeks

6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Indicators**Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)**

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Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Economic interdependence is impacted by increased specialization and trade.	6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none">6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations.6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
Historians develop arguments using evidence from multiple relevant historical sources.	6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

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Suggested Assessments

NewsELA.com activities

Chapter tests

Quizzes

Written responses based upon essential questions

Trimester assessments

Recommended Texts (Read aloud & close reading)

Textbooks:

McDougal Littell World History Ancient Through Early Modern Times
Chapters 4

Nonfiction and Historical Fiction Book Suggestions:

Golden Goblet by Eloise Jarvis McGraw

Ancient Egypt by Ken Jennings

Pharaoh's Daughter: A Novel of Ancient Egypt by Julius Lester

You Wouldn't Want to be an Egyptian Mummy by David Salariya and David Stewart

Primary Sources:

See resources in McDougal Littell

See resources in DBQ

Websites

www.classzone.com

www.newsela.com
www.tweentribune.com
www.dbqonline.com
<http://www.kathimitchell.com/ancivil.html>
<http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>
<http://guardians.net/hawass/>
<http://ancienthistory.mrdonn.org/AncientEgypt.html>
<http://www.bbc.co.uk/history/forkids/>
https://www.youtube.com/watch?v=_E77WPW0vWw

Targets	Suggested Lessons	Suggested Resources
Determine how the geography of Egypt influenced where people settled and how they lived.	Write a diary entry about a day on the Nile River as an Egyptian trader.	McDougal World History textbook p79-83
Determine how the Egypt formed their government and religion and evolved into a civilization	Mummifying Apples	
Describe the major inventions of Egypt and how they influence the world today.	Create a cartouche: Use references as a guide to write names in hieroglyphs	McDougal World History textbook p91 https://tinyurl.com/hieroglyphtypewriter
Describe how supply and demand increased Egypt's economic production	Read the play: Hatshepsut and her trade expedition to PUNT	Anthology workbook
Amistad- African Kingdom of Nubia	Nubian Kingdom and its impact on history	McDougal World History

Standards that Support Learning

Reading Standards for Informational Text:

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other

information in print and digital texts.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:

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

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussion

Recommendations for Enrichment opportunities

To assist in meeting these standards, students may:

- Using FLocabulary “Walk like an Egyptian” Students will make a Lip Sync Video
- Using Green Screen students (In groups) will make a Silent Movie about Egypt
- Create a cartouche.
- Write a message in Hieroglyphs and have a classmate figure out the meaning.
- Mummify an apple.
- Create trading cards for the Egyptian pharaohs.
- Engineer like an Egyptian: Build a pyramid

Grade 6 Unit 5
Duration: 2 Weeks
Unit Title: India

Standard:

6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Indicators

Era 2. Early Civilizations and the Emergence of Pastoral Peoples: Early River Valley Civilizations (4000–1000 BCE)

Early river valley civilizations (e.g., Mesopotamia, Egypt, Indus River - modern Pakistan and northwestern India), and, later, Yellow River Valley in China) developed due to favorable geographic conditions. They created centralized systems of government and advanced societies.

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.2.8.CivicsPI.2.a: Explain how/why different early river valley civilizations developed similar forms of government and legal structures.
Human rights can be protected or abused in various societies.	6.2.8.CivicsHR.2.a: Determine the role of slavery in the economic and social structures of early river valley civilizations.
Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.	6.2.8.GeoSV.2.a: Compare and contrast physical and political maps of early river valley civilizations and their modern counterparts and determine the geopolitical impact of these civilizations, then and now (i.e., Mesopotamia and Iraq; Ancient Egypt and Modern Egypt; Indus River Valley and Modern Pakistan/India; Ancient China and Modern China).
The physical and human characteristics of places and regions are connected to human identities and cultures.	6.2.8.GeoHE.2.a: Determine the extent to which geography influenced settlement, the development of trade networks, technological innovations, and the sustainability of early river valley civilizations.
Economic interdependence is impacted by increased specialization and trade.	6.2.8.GeoGE.2.a: Explain how technological advancements led to greater economic specialization, improved weaponry, trade, and the development of a class system in early river valley civilizations.
Chronological sequencing helps us track events over time as well as events that took place at the same time.	6.2.8.HistoryCC.2.a: Evaluate the importance and enduring legacy of the major achievements of the early river valley civilizations over time.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.2.8.HistoryCC.2.b: Analyze the impact of religion on daily life, government, and culture in various early river valley civilizations. 6.2.8.HistoryCC.2.c: Explain how the development of written language transformed all aspects of life in early river valley civilizations.
Historians develop arguments using evidence from multiple relevant historical sources.	6.2.8.HistoryCA.2.a: Analyze the factors that led to the rise and fall of various early river valley civilizations and determine whether there was a common pattern of growth and decline.

Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live

and economies and governments function?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Textbooks:

- McDougal Littell World History Ancient Through Early Modern Times chapters 5 & 6

Nonfiction and Realistic Fiction Book Suggestions:

- Who was Gandhi? By Dana Meachen Rau
- Hands on History: Ancient India by Daud Ali
- Everyday Life in Ancient India by Kristen C. Holm
- Life in the Ancient Indus River by Hazel Richardson

Primary Sources:

- See resources in McDougal Littell
- See resources in DBQ
- Bhagavad-Gita
- Analects

Websites

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com

Suggested Assessments

NewsELA.com activities

Chapter tests

Quizzes

Written responses based upon essential questions

Targets	Focus Lessons	Suggested Resources
Determine how the geography of India influenced where people settled and how they lived.	Map project	McDougal World History textbook India p111, China p145
Determine how the people of India formed their government and evolved into a civilization	Mindfulness with yoga and meditation	https://tinyurl.com/doyoudoyoga
Describe the major inventions of the people of India and how they influence the world today.	India Rap using Vocabulary	Group projects

Standards that Support Learning

New Jersey Student Learning Standards:

Reading Standards for Informational Text:

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:

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

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

To assist in meeting these standards, students may:

- STEM activity: research different forms of irrigation used in ancient India. Select one to recreate using various materials and then test with water to show it's effectiveness. Students will work in groups to select a design, build a model, and record outcomes.
- Design a planned city. Students will compare/contrast city layouts between ancient Mohenjo-Daro and modern NYC. Discover the thought process behind preplanning a city vs designing only as population grows. Using video games as inspiration (Civilizations, Age of Empires, etc.) Design and present a city with ancient and modern connections.
- Create a postcard from Harappa and/or Mohenjo-Daro highlighting physical features & cultural aspects of the civilization
- Mindfulness with yoga and meditation

- Virtual field trip to India for Diwali (Schoology)
- India's Legacy Group Project- students will work in groups to research information about topics such as: religion, art & architecture, drama dance & music, math & science, Mohandas Gandhi. They will then create a mini-lesson on their topic and present what they learned to the class.

Grade 6 Unit 6
Duration: 3 Weeks
Unit Title: China

Standards:

6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century...

Indicators

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Core Idea	Performance Expectations
Governments have different structures which impact development (expansion) and civic participation.	6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
Governments have protected and abused human rights (to varying degree)s at different times throughout history.	6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
Economic interdependence is impacted by increased specialization and trade.	6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
An individual's perspective is impacted by their background and experiences.	6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

Core Idea	Performance Expectations
Historical contexts and events shaped and continue to shape people's perspectives.	6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Textbooks:

- McDougal Littell World History Ancient Through Early Modern Times chapter 6

Nonfiction and Realistic Fiction Book Suggestions:

- 1421 The Year China Discovered the World by PBS

Primary Sources:

- See resources in McDougal Littell
- See resources in DBQ

Websites

- www.classzone.com
- www.newsela.com
- www.tweentribune.com
- www.dbqonline.com

Suggested Assessments

NewsELA.com activities

Chapter tests

Quizzes

Written responses based upon essential questions

Targets	Focus Lessons	Suggested Resources
Determine how the geography of China and India influenced where people settled and how they lived.	Map project	McDougal World History textbook p111
Determine how the people of China formed their government and evolved into a civilization	Shi Huangdi's power as the first emperor of China	https://www.youtube.com/watch?v=mP5p4QbvPtc&list=PL1794097E8DCD0110&index=23&t=0s
Describe the major inventions of the people of India and China and how they influence the world today.	Great Wall of China	https://www.youtube.com/watch?v=23oHqNEqRyo&list=PL1794097E8DCD0110&index=33

Standards that Support Learning**New Jersey Student Learning Standards:****Reading Standards for Informational Text:**

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:

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

Career Ready Practices:

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9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

To assist in meeting these standards, students may:

- Students will make up a 30 second commercial for one of the NEW inventions of the Chinese. Needs 2 facts and a jingle
- Students will make a play from the story “The Living Kwan Yin” The play needs to have at least 5 scenes. Students may present finished works to the class.
- Students will practice Tai Chi.
- Work like a historian and recreate an item from Ancient China for all the world to see. Your job is to reconstruct this artifact and make it come to life in 3D.
- Bamboo Art with ancient chinese writing. Using Indian ink and straws create a trunk of the tree. Use a drop of ink on the bottom of paper and use straw to blow ink on paper. Write ancient chinese letters on the side of paper.
- Confucius quotes

Grade 6 Unit 7**Unit Title:** Ancient and Classical Greece**Duration:** 3 weeks**Standard:**

6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)

Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Core Idea	Performance Expectations
Governments have different structures which impact development (expansion) and civic participation.	6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none"> 6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law). 6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
Governments have protected and abused human rights (to varying degree)s at different times throughout history.	6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none"> 6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion. 6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
Economic interdependence is impacted by increased specialization and trade.	6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
An individual's perspective is impacted by their background and experiences.	6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

Core Idea	Performance Expectations
Historical contexts and events shaped and continue to shape people's perspectives.	6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Textbooks:

McDougal Littell World History Ancient Through Early Modern Times- Chapters 7 & 8

Nonfiction and Historical Fiction Book Suggestions:

Who was Alexander the Great? By [Kathryn Waterfield](#), [Robin Waterfield](#)

The Children's Homer: The Adventures of Odysseus and the Tale of Troy by Padriac Colum

Persian Wars (490-479 BC) by Philip de Souza

The Golden Fleece: The Heroes Who Lived Before Achilles by Padriac Colum

Primary Sources:

See resources in McDougal Littell

See resources in DBQ

Websites

www.classzone.com

www.newsela.com

www.tweentribune.com

www.dbqonline.com

<http://www.kathimitchell.com/ancivil.html>

<http://www.socialstudiesforkids.com/subjects/ancientcivilizations.htm>

<http://ancienthistory.mrdonn.org>

<http://www.bbc.co.uk/history/forkids/>

<http://www.historyforkids.net>

<http://www.mythweb.com/>

http://www.ancientgreece.com/s/Main_Page/

<http://www.ancient-greece.org/>

Suggested Assessments

NewsELA.com activities

Chapter tests

Quizzes

Written responses based upon essential questions

Targets	Suggested Lessons	Suggested Resources
Determine how the geography of Greece influenced where people settled and how they lived.	Map project	McDougal World History textbook
Determine how the people of Greece formed their government and evolved into a civilization	Powerpoint or Prezi presentation about different forms of government during ancient Greek times	Brainpop on democracy and government

Describe the major inventions of the people of Greece and how they influence the world today.	Greek Olympics Iliad and Odyssey Myths	Group projects
<p style="text-align: center;">Standards that Support Learning</p> <p>Reading Standards for Informational Text:</p> <p>RH1- Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.</p> <p>RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>RH9- Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Writing Standards:</p> <p>WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>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.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Establish and maintain a formal/academic style, approach, and form.</p> <p>F. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>Career Ready Practices:</p> <p>9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.</p> <p>9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.</p> <p>9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.</p> <p>Technology-</p> <p>8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.</p> <p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.</p> <p>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.</p>		

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment opportunities

To assist in meeting these standards, students may:

- After learning about the original Greek Olympics and their dedication to Zeus, students will invent new Olympic events and dedicate their event(s) to a Greek god according to the god's characteristics and how the event represents them.
- After listening to a narrated version of Homer's The Iliad, students determine what the important scenes from that story would be and then develop a condensed script of the story to reenact and record. Students will determine what makes the epic story popular and why it has withstood generations.
- Write a cinquain poem describing one of the Greek gods & draw a sketch of the god.
- Develop an original Greek fable and create a storyboard with drawings.
- Greek myths
- Greek Olympics
- Engineer like a Greek: build an acropolis out of limited office supplies (paper, tape, rubber bands, paper clips, etc.
- Perform a Greek myth

Grade 6 Unit 8**Duration:** 2 Weeks**Unit Title:** The World of Ancient Rome**Standard:**

6.2 World History/Global Studies: All Students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century...

Indicators**Era 3. The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)**

Classical civilizations (i.e., Greece, Rome, India and China) developed and expanded into empires of unprecedented size and diversity by creating centralized governments and promoting commerce, a common culture, and social values. Cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. Classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.

Core Idea	Performance Expectations
Governments have different structures which impact development (expansion) and civic participation.	6.2.8.CivicsPI.3.a: Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	<ul style="list-style-type: none">6.2.8.CivicsDP.3.a: Compare and contrast the American legal system with the legal systems of classical civilizations and determine the extent to which these early systems influenced our current legal system (e.g., Babylonian Code of Hammurabi, Roman Justinian Code, Israelite Jewish Law).6.2.8.CivicsDP.3.b: Use evidence to describe the impact of Athenian democracy and the Roman Republic on the development of the United State Constitution.
Governments have protected and abused human rights (to varying degree)s at different times throughout history.	6.2.8.CivicsHR.3.a: Compare and contrast the rights and responsibilities of free men, women, slaves, and foreigners in the political, economic, and social structures of classical civilizations.
Relationships between humans and environments impact spatial patterns of settlement and movement.	<ul style="list-style-type: none">6.2.8.GeoPP.3.a: Use geographic models to describe how the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.6.2.8.GeoPP.3.b: Explain how geography and the availability of natural resources led to both the development of classical civilizations and to their decline.
People voluntarily exchange goods and services when all parties expect to gain as a result of the trade.	6.2.8.EconEM.3.a: Analyze the impact of expanding land and sea trade routes as well as a uniform system of exchange in the Mediterranean World and Asia.
Economic interdependence is impacted by increased specialization and trade.	6.2.8.EconGE.3.a: Explain how classical civilizations used technology and innovation to enhance agricultural/ manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	6.2.8.HistoryCC.3.a: Determine the extent to which religion, economic issues, and conflict shaped the values and decisions of the classical civilizations.
An individual's perspective is impacted by their background and experiences.	6.2.8.HistoryUP.3.a: Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.
Perspectives change over time.	6.2.8.HistoryUP.3.b: Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).

Core Idea	Performance Expectations
Historical contexts and events shaped and continue to shape people's perspectives.	6.2.8.HistoryUP.3.c: Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.
Historians analyze claims within sources for perspective and validity.	<ul style="list-style-type: none"> 6.2.8.HistoryCA.3.a: Evaluate the importance and enduring legacy of the major achievements of Greece, Rome, India, and China over time. 6.2.8.HistoryCA.3.b: Determine common factors that contributed to the decline and fall of the Roman Empire, Gupta India, and Han China.

<p style="text-align: center;">Essential Questions</p> <p>How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?</p> <p>How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?</p> <p>How have scientific and technological developments over the course of history changed the way people live and economies and governments function?</p>
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<p style="text-align: center;">Instructional Best Practices</p> <p><u>District Approach to Teaching Social Studies</u></p> <p><u>Introduction of Critical Content</u>: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.</p> <p><u>Focus Lesson</u>: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.</p> <p><u>Application</u>: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.</p> <p><u>Share</u>: Students may be provided opportunities to reflect on their learning.</p>

<p style="text-align: center;">Recommended Texts (Read aloud & close reading)</p> <p>Textbooks:</p> <ul style="list-style-type: none"> McDougal Littell World History Ancient Through Early Modern Times chapters 9 & 10

Nonfiction and Realistic Fiction Book Suggestions:

- You Wouldn't Want to be A Roman Gladiator by John Malam
- You Wouldn't Want to be a Roman Soldier by David Stewart
- Who was Julius Caesar? By Nico Medina

Primary Sources:

See resources in McDougal Litell

See resources in DBQ

Suggested Assessments

NewsELA.com activities

Chapter tests

Quizzes

Written responses based upon essential questions

Targets	Focus Lessons	Suggested Resources
Determine how the geography of Rome influenced where people settled and how they lived.	Map project	McDougal World History textbook p237
Determine how the people of Rome formed their government and evolved into a civilization	Cold Case Files: Death of Caesar	https://tinyurl.com/y6xexhd7
Describe the major inventions of the people of Rome and how they influence the world today.	STEM activity- creating aqueducts	Choice of Teachers Pay Teachers STEM activity
Describe how personal wealth correlates with placement within social class divisions	Create a social class pyramid	McDougal World History textbook p258

Standards that Support Learning**New Jersey Student Learning Standards:****Reading Standards for Informational Text:**

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH4- Determine the meaning of words and phrases as they are used in text, including vocabulary specific to domains related to history/social studies.

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

Writing Standards:

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

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and

small group discussions

Recommendations for Enrichment opportunities

To assist in meeting these standards, students may:

- Cold Case “Julius Caesar” CSI
- The Trial- Students will make up the Jury, Lawyers and Judge. See “Rome Day Trial” for more details. Put Goldilocks on trial first as an example...
- <https://docs.google.com/document/d/1DfBjpvMGpuiaQ2hITbTrj1QfABnz72rA81WDF6Exdtw/edit?usp=sharing>
- Rome Day
- Compare and contrast the Roman and Greek Gods.
- Discuss the Roman calendar.
- Use green screens to have students present a newscast of Roman information.

Grade 7

Units of Study

Grade 7 Social Studies Scope and Sequence

Unit	Estimated Pacing
Unit 1: Colonial Separation and the American Revolution	5-7 weeks
Unit 2: Creating a New Nation	5-7 weeks
Unit 3: Expansion and Reform	5-7 weeks

Grade 7 Unit 1

Unit Title: Colonial Separation and the American Revolution

Standard: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Indicators

New Jersey Student Learning Standards for Social Studies:

SOC.6.1.8.CivicsDP.3.a - *[Performance Expectation]* - Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

SOC.6.1.8.CivicsHR.3.b - *[Performance Expectation]* - Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

SOC.6.1.8.CivicsHR.3.c - *[Performance Expectation]* - Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

SOC.6.1.8.GeoSV.3.a - *[Performance Expectation]* - Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

SOC.6.1.8.HistoryCC.3.a - *[Performance Expectation]* - 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.HistoryCC.3.c - *[Performance Expectation]* - Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

SOC.6.1.8.HistoryUP.3.a - *[Performance Expectation]* - Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.

SOC.6.1.8.HistoryUP.3.b - *[Performance Expectation]* - 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.HistoryUP.3.c - *[Performance Expectation]* - Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

SOC.6.1.8.HistorySE.3.a - *[Performance Expectation]* - Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy

SOC.6.1.8.HistorySE.3.b - *[Performance Expectation]* - Analyze a variety of sources to make evidence-based inferences about how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.

Essential Questions

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Non-Fiction:

McDougal Littell, American History: Beginnings Through Reconstruction (Chapters 6-7)

What is a Veteran, Anyway? by Robert C. Snyder

America's Tea Parties: Not One but Four! Boston, Charleston, New York, Philadelphia by Marissa Moss

Answering the Cry for Freedom: Stories of African Americans and the American Revolution by Gretchen Woelfle

Revolutionary Rogues, by Selene Castrovilla

Historical Fiction:

Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan

Scar: A Revolutionary War Tale by J. Albert Mann

Ashes by Laurie Halse Anderson

Suggested Assessments

Teacher created tests and quizzes

Alternative Schoology assessments

Writing prompts:

DBQ

Teacher created

Newsela

Student/group presentations

Student/group multimedia projects

Student driven inquiry-based projects

Targets	Focus Lessons	Suggested Resources
Describe the origins of the plantation economy in the South and its impact on the social, economic, and political changes in the colonies.	Create a flowchart showing the development of the plantation system from the mid-1600's to the mid-1700's Newsela: "The Growth of the Tobacco Trade in America"	www.newsela.com https://hsi.wm.edu/cases/jamestown/jamestown_student.htm
Identify the reasons why the American colonies and Britain began to grow apart along with the response/protests from the colonies.	Persuasive essay: Boston Tea Party – Patriotism or Vandalism? Newsela: "Time Machine 1770: The Boston Massacre" Create advertisements for/against the Patriot cause Critique an article on the Sons of Liberty as Terrorists	McDougal-Littell, American History: <i>Beginnings Through Reconstruction</i> (Chapters 5-7) https://pickettsmill.typepad.com/files/revolutionary-war-internet-scavenger-hunt.pdf
Identify issues which created conflicts between England and the colonies over colonists' rights.	Write a letter to a "pen pal" living in an English colony. Explain how some religious conflicts important in the 1600's were eventually resolved, which conflicts are still at issue today, and current religious conflicts causing problems and possible solutions. Write a letter to your governor expressing why you feel there should be freedom of religion Write editorials for a Colonial or British either supporting or opposing the Navigation Acts.	https://postalmuseum.si.edu/letterwriting/index.html

Identify the different types of taxes that are charged to U.S. citizens to fund public funds and activities and what the money that is collected from taxes is used for.	Conduct a Web Quest to learn what the money collected from taxes in the U.S. is used for. Compare this to the money collected during the pre-American revolution period and what the money collected from taxes in the colonies was used for.	https://www.state.nj.us/education/aps/cccs/career/resources/mcleason6.pdf
Summarize the strategies employed by both sides and the role of Native Americans in the Revolutionary War	Write a play that depicts and interprets any of the events of the American Revolution Newsela: "Primary Sources: George Washington on Losing the Battle of Brooklyn" Multi-genre American Revolution Journal: Students evaluate the American Revolution battles and creatively represent the information using different styles and genre	https://www.battlefields.org/learn/maps/revolutionary-war-animated-map
Identify colonial grievances against the British and Explain why independence was declared along with the ideals laid out in the document.	Analyze Primary documents – Thomas Paine's <i>Common Sense</i> and <i>The American Crisis</i> , <i>Declaration of Independence</i> Create a pamphlet advertising the point of view of protesting colonists	http://www.constitutioncenter.org
Describe the contributions of African Americans to the success of the American Revolution.	Newsela: "African Americans in the Revolutionary War"	www.newsela.com

Analyze the impact of Baron von Stueben on the soldiers at Valley Forge and, in turn, the outcome of the American Revolution.	DBQ Activity: "Valley Forge: Would You Have Quit?" Newsela: "A Cold Grim Christmas"	www.dbqonline.com www.newsela.com
Analyze the final stages of the war and why Americans won the war. Summarize the results and costs of the war.	DBQ Activity: "Valley Forge: Would You Have Quit?" Write and deliver a victory speech from the perspective of George Washington Write a nonfiction or historical fiction picture book explaining the events of the Revolutionary War	https://revolutionarynj.org/about-crossroads-of-the-american-revolution/

Standards that Support Learning

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technology

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Career Ready Practices:

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

CAEP.9.2.8.B.4 - [Standard] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Personal Financial:

9.1.8.C.3 Compare and contrast debt and credit management strategies.

9.1.12.D.14 Evaluate how taxes affect the rate of return on savings and investments.

9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

9.1.12.F.6 Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

<p style="text-align: center;">Modifications for Diverse Learners</p> <ul style="list-style-type: none"> • utilize visual supports and graphic organizers • use prompts and model directions • provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions
<p style="text-align: center;">Recommendations for Enrichment Opportunities</p> <ul style="list-style-type: none"> • Research Haiti's colonial separation and compare it to the American Revolution. • Write a Post-Revolution charter for the state of New Jersey. Amend or replace British law to best represent <u>all</u> people. • Analyze colonial propaganda and apply those methods and messages to contemporary • 1619 timeline activity - lesson plan • Middle Passage Lesson Plan - includes excerpts, visuals, and video link

Grade 7 Unit 2

Unit Title: Creating a New Nation

Standard: 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Standard: 6.3 Active Citizenship in the 21st Century: 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.

Indicators

New Jersey Student Learning Standards for Social Studies:

SOC.6.1.8.CivicsPI.3.a - [Performance Expectation] - Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.

SOC.6.1.8.CivicsPI.3.b - [Performance Expectation] - 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.CivicsPI.3.c - [Performance Expectation] - Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

SOC.6.1.8.CivicsPI.3.d - [Performance Expectation] - Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.

SOC.6.1.8.CivicsPD.3.a - [Performance Expectation] - Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

SOC.6.1.8.CivicsDP.3.a - [Performance Expectation] - Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans, and Native Americans during this time period.

SOC.6.1.8.CivicsHR.3.a - [Performance Expectation] - Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).

SOC.6.1.8.CivicsHR.3.b - [Performance Expectation] - Evaluate the impact of the institution of slavery on the political and economic expansion of the United States

SOC.6.1.8.CivicsHR.3.c - [Performance Expectation] - Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals

SOC.6.1.8.GeoSV.3.a - [Performance Expectation] - Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.

SOC.6.1.8.EconET.3.a - [Performance Expectation] - Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.

SOC.6.1.8.HistoryCC.3.b - [Performance Expectation] - Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of the federal government.

SOC.6.1.8.HistoryCC.3.c - [Performance Expectation] - Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

SOC.6.1.8.HistoryCC.3.d - [Performance Expectation] - 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.HistoryUP.3.b - [Performance Expectation] - 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.HistoryUP.3.c - [Performance Expectation] - Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

SOC.6.1.8.HistorySE.3.a - [Performance Expectation] - Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.

Essential Questions

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Suggested Texts for Read Alouds: Video Book:

McDougal Littell, American History: Beginnings Through Reconstruction

Non-fiction websites:

www.newsela.com

<https://sheg.stanford.edu/r/h>

www.dbqonline.com

<https://www.icivics.org/products/lesson-plans>

<http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>

<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

<https://www.biography.com/people/andrew-jackson-9350991> Andrew Jackson

Suggested Assessments

Teacher created tests and quizzes

Alternative Schoology assessments

Writing prompts:

DBQ

Teacher created Newsela Student/group presentations Student/group multimedia projects Student driven inquiry-based projects		
Targets	Focus Lessons	Suggested Resources
Describe the strengths and weaknesses of the Articles of the Confederation and evaluate the challenges delegates faced at the Constitutional Convention.	DBQ Activity: “How Did the Constitution Guard Against Tyranny?” Write a journal entry as a delegate to the Constitutional Convention	McDougal Littell, <i>American History: Beginnings Through Reconstruction</i> (Chapter 8, Living Constitution and chapters 9-10.
Explain why the Federalists supported ratification of the Constitution and why the Anti-federalists opposed it.	Newsela: “Conceived of Compromises: Creating the U.S. Constitution” Create a poster or political cartoon supporting or opposing the Constitution	www.newsela.com http://www.icivics.org/products/lesson-plans http://www.constitutioncenter.org
Analyze the Bill of Rights and summarize the issues addressed in the Bill of Rights and their importance in the US government	Create charts listing all of the Amendments and important information about each one	McDougal Littell, <i>American History: Beginnings Through Reconstruction</i> (Chapter 8, Living Constitution and chapters 9-10.
What are the main roles of the Legislative, Executive, and Judicial branches of government?	Describe the three branches of government and their responsibilities Create a new bill	McDougal Littell, <i>American History: Beginnings Through Reconstruction</i> (Chapter 8, Living Constitution and chapters 9-10.

Describe the process for amending the Constitution and the ratification process	Apply knowledge of the Constitution and the Amendments to real-life situations in relation to current events as they appear and how the Constitution and the Amendments affect students in school	www.newsela.com http://www.icivics.org/products/lesson-plans http://www.constitutioncenter.org
Summarize national and international issues during the presidencies of Washington and Adams.	Newsela: "Primary Sources: George Washington's Farewell Address" DBQ Activity: "How Free Were Free Blacks in the North?" Formulate decisions on trials that are either in courts currently or historical trials	www.newsela.com http://www.icivics.org/products/lesson-plans http://www.constitutioncenter.org
Describe the Supreme Court decisions and Federal policy changes that affected the LGBTQIA community.	Newsela: White House lifts Transgender Bathroom Guidance. Newsela: US Supreme Court decisions hailed as victories for Gay Marriage.	www.newsela.com

Standards that Support Learning

New Jersey Student Learning Standards:

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technology:

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Career Ready Practices:

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

CAEP.9.2.8.B.4 - [*Standard*] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Personal Financial Literacy

9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.

9.1.8.D.4 Distinguish between income and investment growth.

9.1.8.D.5 Explain the economic principle of supply and demand.

9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.12.F.6 Explain the concept and forms of taxation and justify the use of taxation to fund public activities and initiatives.

9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
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Modifications for Diverse Learners

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Propose a Constitutional Amendment that reflects a contemporary issue.
- Analyze several aspects of the Constitution that have proved problematic as America grew larger and more diverse.
- Investigate the different perspectives as part of the new nation (ie. women, poor farmers, BIPOC)
- [Amistad and Slave Trade lesson plan](#) - includes Art/Art History component

Grade 7 Unit 3

Unit Title: Expansion and Reform

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Indicators

New Jersey Student Learning Standards for Social Studies:

SOC.6.1.8.GeoSV.4.a - [Performance Expectation] - Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans

SOC.6.1.8.EconET.4.a - [Performance Expectation] - 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.EconET.4.a - [Performance Expectation] - Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.

SOC.6.1.8.EconNE.4.a - [Performance Expectation] - 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.EconNE.4.b - [Performance Expectation] - 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.HistoryCC.4.a - [Performance Expectation] - Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

SOC.6.1.8.HistoryCC.4.b - [Performance Expectation] - Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad

SOC.6.1.8.HistoryCC.4.c - [Performance Expectation] - Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

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

Essential Questions

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts

Suggested Texts for Read Alouds:

Across Five Aprils by Irene Hunt

To Stay Alive: Mary Ann Graves and The Tragic Journey of the Donner Party by Skila Brown
Soldier's Heart

Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan

Non-fiction websites: www.newsela.com

<https://sheg.stanford.edu/rlh>

www.dbqonline.com

<https://www.icivics.org/products/lesson-plans>

<http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>

<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

<https://www.biography.com/people/andrew-jackson-9350991> Andrew Jackson

Suggested Assessments

Teacher created tests and quizzes

Alternative Schoology assessments

Writing prompts:

DBQ

Teacher created

Newsela

Student/group presentations

Student/group multimedia projects

Student driven inquiry-based projects

Targets	Focus Lessons	Suggested Resources
Identify the boundaries of the Louisiana Purchase and explain how it changed the United States including the events of the Lewis and Clark expedition.	Map/graph making Map and date westward expansion	McDougal Littell, <i>American History: Beginnings Through Reconstruction</i> (Chapters 10-Chapter 14)

Explain the cotton boom and its effect on slavery including the daily life of slaves in the plantation system.	Newsela: Southern Plantation Owners Used "King Cotton" to Justify Slavery	www.newsela.com www.dbgonline.com
Describe the events that led to the War of 1812 as well as the war's legacy.	Write and produce a campaign video	
Identify factors that led to the Industrial Revolution and explain the spread of new manufacturing methods and inventions.	Newsela: <i>The Industrial Revolution and technology</i>	www.newsela.com
Describe the culture of African Americans in Northern cities.	DBQ Activity - "How Free were Free Blacks in the North" Newsela: "On a truly American 4th of July, New York abolished slavery in 1827"	www.dbgonline.com www.newsela.com
Describe the war with Mexico and explain its impact	Map/graph making Missouri Compromise	www.dbgonline.com

including the California gold rush and westward expansion.	Map and date westward expansion DBQ Activity- “Remembering the Alamo: A Personal Journal” DBQ Activity- “Was the United States Justified in Going to War with Mexico?” DBQ Activity- “The California Gold Rush: A Personal Journal”	
Identify the various immigrant groups in the mid-1800s and explain why these people chose to come to America and the challenges they faced in the United States.	Mock debate – States’ rights and the Nullification Crisis	http://civiced.rutgers.edu/njlessons.html
Summarize the social and cultural changes that transformed America in the mid-1800s.	Journal writing from perspective of plantation slave or relocated Native American	www.teachinghistory.org
Students will learn how culture impacts spending and financial decisions.	Explain how cultures and values are personal traits that people spend their money on as they develop in society. Compare the spending decisions of society in the mid-1800s to our society today.	Clarify Your Values worksheet (download from http://www.dawnfrail.com/wp-content/uploads/2012/07/Clarify-Values.pdf)
Investigate the history of the LGTBQIA Movement and the reforms that were achieved.	Create a timeline of the reforms to anti-LGTBQIA policy and the expansion of rights.	<ul style="list-style-type: none"> • LGBTQ History Timeline- In this lesson, students learn about important leaders and events throughout LGBTQ American history.

Standards that Support Learning

Reading Standards for Informational Text:

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Writing Standards:

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technology

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Career Ready Practices:

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

CAEP.9.2.8.B.4 - [Standard] - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

Personal Financial Literacy

9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.

9.1.12.D.12 Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.

9.1.12.D.13 Determine the impact of various market events on stock market prices and on other savings and investments.

9.1.8.F.2 Examine the implications of legal and ethical behaviors when making financial decisions.

9.1.8.F.1 Explain how the economic system of production and consumption may be a means to achieve significant societal goals.

9.1.12.F.3 Analyze how citizen decisions and actions can influence the use of economic resources to achieve societal goals and provide individual services.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
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Modifications for Diverse Learners

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class

and small group discussions

Recommendations for Enrichment Opportunities

- Use Google Earth, or a similar application, to conduct a Lewis and Clark expedition. Draw and/or describe architecture, wildlife, customs, etc.
- Compare modern day criticisms of a national bank to those of the 1820's.
- Research an innovation or invention of the Industrial Revolution. How did it specifically impact life in the time and how has it evolved to today?
- Lesson plan "[The Migrant's Experience](#)"
- Lesson/unit plan - [Cultural History of Newark](#)
- Lesson/unit plan - [Creating Stories of Migration Using Google Earth](#)
- Lesson plan - [Juneteenth Holiday background](#)

Grade 8

Units of Study

Grade 8 Social Studies Scope and Sequence

Units	Estimated Pacing/Weeks
Civics	1 week
Manifest Destiny	1-2 weeks
Civil War and Reconstruction	4-5 weeks
Immigration and Industrialization	2 weeks
Progressive Era and Roaring 20's	2 weeks
World Power	1 week
Great Depression	1 week
Civil Rights	3 weeks
Holocaust & Genocide	3 weeks

Grade 8 Unit 1
Unit Title: Civics
Duration: 1 Week

Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.1.8.CivicsPI.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.

6.1.8.CivicsPI.3.c: Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.

6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none">6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none">6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Essential Questions

Civics, Government, and Human Rights

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts
(Read aloud & close reading)

Suggested Texts for Read Alouds:

Nothing but the Truth; Avi, 1992.

Primary Sources:

United States Constitution

Nonfiction Texts:

We The People

McDougal Littell, American History, "Living Constitution Handbook"

Historical Fiction:

Nothing But the Truth; Avi, 1992

Videos:

A More Perfect Union; Brigham Young University, 1989

Founding Fathers; History Channel, 2000

American Promise; State Farm Insurance

Non-fiction websites:

www.nara.gov

<http://hti.osu.edu/opper/index.cfm>~ Editorial cartoons

<http://www.law.umkc.edu/faculty/projects/FTrials/ftrials.htm>

<https://www.icivics.org>

<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

<https://sheg.stanford.edu/history-lessons>

<https://constitutioncenter.org/learn/educational-resources/lesson-plans>

Common Lit

<https://www.learningforjustice.org>

<https://www.c-span.org/classroom/lessons/>

Suggested Assessments

Teacher created tests and quizzes

Alternative Schoology assessments

Writing prompts:

DBQ

Teacher created

Newsela

Student/group presentations

Student/group multimedia projects

Student-driven inquiry based projects

Targets	Suggested Lessons	Suggested Resources
Identify and explain how the Constitution is a flexible plan for governing the United States based on seven democratic principles.	<p>Formulate decisions on trials that are either in courts currently or historical trials (mock trial).</p> <p>Close the Preamble. Interpret and analyze the six goals. Write an argument stating which goal of the Preamble you think is the most important and why. www.iCivics.org :</p> <p>Anatomy of the Constitution - Students will analyze the roles of each branch of government.</p> <p>Amending the Constitution: Research a constitutional amendment proposal in U.S. history that was ultimately unsuccessful. Why was it proposed? By whom? Why did it fail?</p>	<p>https://www.icivics.org/ www.constitutioncenter.org</p> <p>See Newsela custom units on this topic for additional resources</p> <p>Article 5 Video: https://youtu.be/c_wbxHmSQKc</p>
Identify and explain how the three branches of government share power to govern the nation.	<p>Simulate the election process www.iCivics.org - Lesson on the Three Branches of Government</p>	<p>https://www.icivics.org/</p>
Analyze how American civil liberties are protected by the U.S. Constitution and Bill of Rights.	<p>Apply knowledge of the Constitution and the Amendments to real-life situations in relation to current events as they appear and describe how the Constitution and the Amendments affect students in school.</p> <p>Create charts listing all of the Amendments and important information about each one. Students reflect in writing about the amendment process. www.iCivics.org - You've Got Rights Lesson</p>	<p>https://www.icivics.org/ www.constitutioncenter.org</p> <p>Newsela: "How First Amendments Rights Have Evolved"</p> <p>Bill of Rights Bingo: https://constitutioncenter.org/media/files/Bill_of_Rights_Bingo.pdf</p>

	<p>Civic Holiday Calendar: Famous Supreme Court Case</p> <p>In this C-SPAN lesson, students have choices as they explore the history of the Bill of Rights and the meaning of the amendments included in the document through videos and activities.</p>	<p>https://www.c-span.org/classroom/document/?17088</p>
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Standards that Support Learning

New Jersey Student Learning Standards:

Reading Standards for Informational Text:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- 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).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students will delve deeper into the lessons and activities provided on iCivics.org.
- Civic Online Reasoning Lessons from Stanford Education Group: <https://cor.stanford.edu/curriculum/>.

- Student Argument Essay: How does the language of the Preamble to the U.S. Constitution reflect historical circumstances and ideas about government?
- Students propose a new amendment and take it through the process OR investigate an amendments that did not make it through
- Analyzing Political Cartoons-
<https://www.archives.gov/legislative/resources/education/review-activity-representing-congress>
- Advise the President: Students analyze sources and suggest solutions to the president.
<https://www.archives.gov/presidential-libraries/advisethepresident>
- Unlearning History: The Women's Suffrage Movement-
<https://www.pbs.org/education/blog/unlearning-history-the-womens-suffrage-movement>
- Students will pick a topic associated with the unit, conduct research and produce their own demonstration of understanding in various forms like writing a children's book, a Google slide or Canva presentation, an interactive timeline, an Escape Room, a video or any other student-driven concept.
- Students will analyze the six principles of the Constitution-
<https://www.archives.gov/legislative/resources/education/constitution>

Grade 8 Unit 2

Unit Title: Manifest Destiny, Expansion and Reform

Standard 6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.1.8.HistoryCC.3.c: Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

6.1.8.HistoryUP.3.c: Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.

6.1.8.GeoSV.4.a: Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none">6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none">6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none">6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Essential Questions

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts

Suggested Texts for Read Alouds:

To Stay Alive: Mary Ann Graves and The Tragic Journey of the Donner Party; Skila Brown, 2016.

Code Talker; Joseph Bruchac, 2006.

Fighter in Velvet Gloves: Alaska Civil Rights Hero Elizabeth Peratrovich; Annie Boochever and Roy Peratrovich Jr., 2019.

Three Feathers; Richard Van Camp and Krystal Mateus, 2017.

Non-fiction websites:

www.newsela.com

<https://sheg.stanford.edu/rlh>

www.dbqonline.com

<https://www.icivics.org/products/lesson-plans>

<http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>

<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

www.adl.org

[Common Lit](#)

<https://www.learningforjustice.org>

Suggested Assessments

Teacher created tests and quizzes

Alternative Schoology assessments

Writing prompts:

DBQ

Teacher created

Newsela

Student/group presentations

Student/group multimedia projects

Student driven inquiry-based projects

Targets	Focus Lessons	Suggested Resources
Identify the various immigrant groups in the mid-1800s and explain why these people chose to come to America and the challenges they faced in the United States.	Mock debate – States' rights and the Nullification Crisis	http://civiced.rutgers.edu/njlessons.html
Summarize the social and cultural changes that transformed America in the mid-1800s.	Journal writing from perspective of plantation slave or relocated Native American	www.teachinghistory.org
Students will learn how culture impacts spending and financial decisions.	Explain how cultures and values are personal traits that people spend their money on as they develop in society.	Clarify Your Values worksheet (download from http://www.dawnfr

	Compare the spending decisions of society in the mid-1800s to our society today.	ail.com/wpcontent/uploads/2012/07/Clarify-Values.pdf)
Students will analyze primary resources to determine how the Corps of Discovery interacted with the indigenous peoples.	Through primary sources, students will analyze this central question: Did the Corps of Discovery treat the indigenous peoples of the Americas with respect?	Reading Like a Historian: https://sheg.stanford.edu/history-lessons/lewis-and-clark-sac
Students will analyze the contributions of women during Westward Expansion.	Using the National Park Service resources, students will research one of the women featured and address these prompts: <ul style="list-style-type: none"> • How were women perceived in the West? • What contributions did women make in the West? • What were the advantages and disadvantages of being a woman in the West? 	National Park Service: https://www.nps.gov/articles/women-of-the-west.htm
Students will analyze the contributions of Chinese immigrants during the Gold Rush.	Using the American Experience website, students will identify and analyze the following: <ul style="list-style-type: none"> • How were the Chinese perceived in the West during the Gold Rush? • What were the advantages for the Chinese during the Gold Rush? • What were the lasting effects on the culture of the West? 	American Experience Website: https://www.pbs.org/wgbh/americaneexperience/features/goldrush-chinese-immigrants/

Standards that Support Learning

Reading Standards for Informational Text:

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Reading History

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Writing Standards:

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Modifications for Diverse Learners

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students will evaluate artwork from the Manifest Destiny using <https://www.nga.gov/education/teachers/lessons-activities/uncovering-america/manifest-destiny-west.html>.
- American Progress Analysis. Students must analyze the famous painting by John Gast American Progress . This image is meant to symbolize the concept of Manifest Destiny. https://www.ourdocuments.gov/document_data/pdf/Our_Documents_Sourcebook_v3_3of4.pdf
- Students will analyze the economic, social and political reasons why the US expanded westward. <https://hti.osu.edu/history-lesson-plans/united-states-history/manifest-destiny-westward-expansion>
- Students will evaluate the philosophical beliefs that fueled Manifest Destiny. <https://sheg.stanford.edu/history-lessons/manifest-destiny>

- Rethinking the Manifest Destiny- Student Resources:
<https://www.uen.org/lessonplan/view/27657>
- Uncovering America: National Gallery of Art Lessons:
<https://www.nga.gov/education/teachers/lessons-activities/uncovering-america/manifest-destiny-west/west-activity.html>
- Manifest Destiny – pro/con poster construction.
- Students research about **ONE** of the battles, events, or treaties of the American Indian War, analyze POV and discuss the lasting impact.
- Current Events: Investigate current issues faced by Native Americans
- Students will pick a topic associated with the unit, conduct research and produce their own demonstration of understanding in various forms like writing a children's book, a Google slide or Canva presentation, an interactive timeline, an Escape Room, a video or any other student-driven concept.

Grade 8 Unit 3**Unit Title: Civil War and Reconstruction****Duration: 4-5 Weeks****Standards**

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

Indicators**New Jersey Student Learning Standards for Social Studies:**

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.

Core Idea	Performance Expectations
Historical events may have single, multiple, direct and indirect causes and effects.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives. 6.1.8.HistoryCC.5.b: Analyze critical events and battles of the Civil War from different perspectives. 6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.
Historical contexts and events shaped and continue to shape people's perspectives.	<ul style="list-style-type: none"> 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives. 6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War. 6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
Historical events and developments are shaped by social, political, cultural, technological, and economic factors.	<ul style="list-style-type: none"> 6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology). 6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South. 6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives. 6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none">6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none">6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Essential Questions

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Suggested Texts for Read Alouds:

McDougal Littell, American History: Beginnings Through Reconstruction (Chapters 15-17)

John Lincoln Clem: Civil War Drummer Boy by E.F. Abbott

In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives by Kenneth C. Davis

Lincoln and Kennedy: A Pair to Compare by Gene Barretta

What is a Veteran, Anyway? by Robert C. Snyder

Now or Never: Fifty-Fourth Massachusetts Infantry's War to End Slavery, by Ray Anthony Shepard

Across Five Aprils

Soldier's Heart

Uncle Tom's Cabin

Bull Run

A Boy's War

Red Badge of Courage

An Occurrence at Owl Creek Bridge

Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan

Non-fiction websites:www.newsela.com<https://sheg.stanford.edu/r/h>www.dbqonline.comwww.AmericanCivilWar.com<http://www.civil-war.net/><http://www.gettysburgmuseum.com/><https://acwm.org/><http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159><http://www.state.nj.us/education/aps/cccs/ss/resources.htm><https://www.civilwar.org/learn/articles/brief-overview-american-civil-war><http://www.civilwar.com/><http://www.pbs.org/kenburns/civil-war/#/>[Common Lit](#)<https://www.learningforjustice.org><https://www.battlefields.org>**Suggested Assessments**

Teacher created tests and quizzes

Alternative Schoology assessments

Writing prompts:

DBQ

Teacher created

Newsela

Student/group presentations

Student/group multimedia projects

Student-driven inquiry based projects

Targets	Suggested Lessons	Suggested Resources
Identify the goals of presidential Reconstruction and summarize its successes and failures	<p>Identify issues to be addressed as a nation after the Civil War.</p> <p>Student groups develop their own plans for Reconstruction.</p> <p>Compare and contrast plans for Reconstruction.</p> <p>Debate if African Americans were free during Reconstruction.</p>	<p>Reading Like a Historian: Sharecropping Lesson Plan</p> <p>Newsela: -“Presidential and Radical Reconstruction after the Civil War” -“Reconstruction: A Time of Political and Social Upheaval in America” -“The Freedmen’s Bureau”</p>

	<p>Describe how Reconstruction affected national politics and governments in the South.</p> <p>Summarize the ways Reconstruction was resisted.</p> <p>Explain the events that led to the end of Reconstruction.</p> <p>Students will read and analyze an informational text on the environmental history during the American Civil War and Reconstruction Era and will then answer critical thinking and text-dependent questions. https://www.journalofthecivilwarera.org/2017/09/gone-land-environmental-history-civil-war-reconstruction-classes/</p>	<p>Reading Like a Historian: Thomas Nast's Political Cartoons Lesson Plan <i>"How did Northern attitudes towards freed African Americans change during Reconstruction?"</i></p> <p>Reading Like a Historian: Reconstruction Structured Academic Controversy (SAC)- "Were African Americans free during Reconstruction?" https://sheg.stanford.edu/history-lessons/reconstruction-sac</p> <p>Reading Like a Historian: "Radical Reconstruction"</p> <p>DBQ Activity- "North or South- Who Killed Reconstruction?"</p> <p>See Newsela custom units on this topic for additional resources.</p> <p>Reconstruction to Jim Crow</p>
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Identify the goals of presidential Reconstruction and summarize its successes and failures	<p>Identify issues to be addressed as a nation after the Civil War.</p> <p>Student groups develop their own plans for Reconstruction.</p> <p>Compare and contrast plans for Reconstruction.</p> <p>Debate if African Americans were free during Reconstruction.</p> <p>Describe how Reconstruction affected national politics and governments in the South.</p> <p>Summarize the ways Reconstruction was resisted.</p> <p>Explain the events that led to the end of Reconstruction.</p>	<p>Reading Like a Historian: Sharecropping Lesson Plan</p> <p>Newsela: -“Presidential and Radical Reconstruction after the Civil War” -“Reconstruction: A Time of Political and Social Upheaval in America” -“The Freedmen’s Bureau”</p> <p>Reading Like a Historian: Thomas Nast’s Political Cartoons Lesson Plan <i>“How did Northern attitudes towards freed African Americans change during Reconstruction?”</i></p> <p>Reading Like a Historian: Reconstruction Structured Academic Controversy (SAC)- “Were African Americans free during Reconstruction?” https://sheg.stanford.edu/history-lessons/reconstruction-sac</p> <p>Reading Like a Historian: “Radical Reconstruction”</p> <p>DBQ Activity- “North or South- Who Killed Reconstruction?”</p> <p>See Newsela custom units on this topic for additional resources</p>

Students will analyze the contributions of women, both on the battlefield and on the homefront during the Civil War.	<p>Objectives:</p> <ol style="list-style-type: none"> 1. Name four roles that women had during the Civil War. 2. Describe four contributions women made to the war effort. 3. Explain three difficulties women faced during the Civil War. 	<p>Lesson Plan:</p> https://www.nps.gov/teachers/classrooms/-women-in-the-civil-war-lesson-plan.htm
This lesson uses primary sources - diaries, letters, and photographs - to explore the experiences of women in the Civil War. By looking at a series of document galleries, the perspectives of slave women, plantation mistresses, female spies, and Union women emerge. Ultimately, students will understand the human consequences of this war for women.	<p>Students will be able to:</p> <ul style="list-style-type: none"> • develop skills in seeing and understanding visual and print sources; • learn to analyze and to draw inferences from sources; and • develop understanding of how the Civil War affected the lives of women. 	<p>Lesson Plan:</p> https://www.loc.gov/classroom-materials/women-in-the-civil-war-ladies-contraband-and-spies/
Students will examine the Civil War from multiple perspectives in order to gain sympathy for people from various backgrounds by analyzing images and texts in a “Gallery Walk” activity.	Students will share their opinion on each group and write their response at each station.	https://ucdavis.app.box.com/s/9ej0f6bjzfqaeqh3rm0wnros4o4oaykv)

Standards that Support Learning

New Jersey Student Learning Standards:

Reading Standards for Informational Text:

RH1 - Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RH2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RH3 - Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

RH4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

RH5 - Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

RH6 - Assess how point of view or purpose shapes the content and style of a text.

RH7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RH8 - Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

RH9 - Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RH10 - Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Writing Standards:

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	• 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	• 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Credit Profile

Core Ideas	Performance Expectations
There are strategies to build and maintain a good credit history.	• 9.1.8.CP.1: Compare prices for the same goods or services. • 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

There are government agencies and policies that affect the financial industry and the broader economy.

- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students will analyze photographs from the Civil War.
<https://sheg.stanford.edu/history-lessons/civil-war-photographs>
- Students will debate the arguments associated with the federal and reserved rights.
- Students will debate how should John Brown be remembered?
<https://sheg.stanford.edu/history-lessons/john-browns-motivation>
- Students will debate the contested history of Reconstruction.
<https://www.facinghistory.org/reconstruction-era/lessons/contested-history>
- Students will evaluate and debate what the meaning of freedom was for newly emancipated slaves.
<https://www.facinghistory.org/reconstruction-era/lessons/defining-freedom>
- Students will analyze how society was addressing the new status of an interracial democracy.
<https://www.facinghistory.org/reconstruction-era/lessons/interracial-democracy>
- Students will investigate BIPOC experience with terror.
<https://www.facinghistory.org/reconstruction-era/lessons/violence-and-backlash>
- Students will analyze the political cartoons of Thomas Nast.
<https://sheg.stanford.edu/history-lessons/thomas-nasts-political-cartoons>
- Students will analyze primary sources of slave narratives.
<https://sheg.stanford.edu/history-lessons/slavery-narratives>
- Writing- Have students locate and read a copy of Abraham Lincoln's second inaugural address. Have each student write a short summary of the speech, including a short explanation of Lincoln's views on Reconstruction. Discuss with students their interpretations of Lincoln's ideas.
- Students will pick a topic associated with the unit, conduct research and produce their own demonstration of understanding in various forms like writing a children's book, a Google slide or Canva presentation, an interactive timeline, an Escape Room, a video or any other student-driven concept.

Grade 8 Unit 4

Unit Title: Industrialization and Immigration

Duration: 2 Weeks

Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

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

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none">6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy. 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Essential Questions

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Instructional Best Practices**District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

<p style="text-align: center;">Recommended Texts (Read aloud & close reading)</p> <p>Suggested Texts for Read Alouds: <u>The Jungle</u>; Upton Sinclair, 1906 <u>A Fall of Marigolds</u>; Susan Meissner, 2014 <u>The Invention of Wings</u>; Sue Monk Kidd, 2014 <u>A Bully Father: Theodore Roosevelt's Letters to his Children</u>; Theodore Roosevelt, 1995 <u>American Journalists: Getting the Story</u>; Donald Ritchie, 1998 <u>How the Other Half Lives</u>; Jacob Riis, 1890 <u>Battle With the Slum</u>; Jacob Riis, 1902</p> <p>Websites: Reading Like a Historian: https://sheg.stanford.edu/progressivism http://www.state.nj.us/education/aps/cccs/ss/resources.htm https://www.dbqonline.com/instructor/ Newsela Common Lit -Immigration Common Lit-Industrialization https://trianglefire.ilr.cornell.edu</p>		
<p style="text-align: center;">Suggested Assessments</p> <p>Teacher created tests and quizzes Alternative Schoology assessments Writing prompts: DBQ Teacher created Newsela Student/group presentations Student/group multimedia projects Student-driven inquiry based projects</p>		
Targets	Suggested Lessons	Suggested Resources
Describe and analyze the economic growth created by the Industrial Revolution in America.	In groups, have students research how inventions created drastic changes in production of goods.	https://hti.osu.edu/history-lessons/plans/european-history/industrial-revolution See Newsela custom units on this topic for additional resources

<p>Describe and analyze the struggle between business and labor, including early setbacks, gains and strikes.</p>	<p>DBQ Activity- The Philanthropy of Andrew Carnegie: Did it make him a hero? https://www.dbqonline.com/instructor/ - Students will analyze how Carnegie used his wealth for the betterment of society. Reading Like a Historian- Pullman Strike. Students will utilize primary sources to analyze different perspectives in history. Students will use different visual and textual strategies to convince the public that labor reform for children was crucial.</p>	<p>www.dbqonline.com</p> <p>https://sheg.stanford.edu/</p> <p>Syracuse University Lesson on Child Labor Link will open and it will automatically download the pdf.</p>
<p>Identify and analyze the political and social contributions of the Industrial Revolution, including the Progressive Movement, women and African Americans.</p>	<p>DBQ Activity- Progressivism: Where will you put your million dollars? https://www.dbqonline.com/instructor/ - Students will analyze primary sources to determine how they would improve society. Reading Like a Historian- Child Labor- Students will analyze primary sources to evaluate the use of children in the labor force. Students will analyze the validity of Upton Sinclair's <i>The Jungle</i>. Students will compare and contrast the characteristics which made business leaders robber barons or captains of industry.</p>	<p>www.dbqonline.com</p> <p>https://sheg.stanford.edu/</p> <p>https://www.commonlit.org/en/texts/excerpt-from-the-jungle?search_id=23009424 https://edsitement.neh.gov/lesson-plans/industrial-age-america-robber-barons-and-captains-industry</p>
<p>Students will develop an understanding and analyze early women in Congress.</p>	<p>Choice Board: Students will access the C-Span Classroom Choice Board to discover the contributions women made in Congress.</p>	<p>https://www.c-span.org/classroom/document/?17780</p>

Students will analyze the effective strategies employed by suffragists.	Choice Board: Students will access the C-Span Classroom Choice Board to discover the goals and effects of suffragists' activism.	https://www.c-span.org/classroom/document/?17246
Students will analyze the events associated with the Gilded Age.	Choice Board: Students will use the C-Span Choice Board to develop a deeper understanding of the Gilded Age.	https://www.c-span.org/classroom/document/?16998

Standards that Support Learning

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process as it relates to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- 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).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal

behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

There are government agencies and policies that affect the financial industry and the broader economy.	<ul style="list-style-type: none"> 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
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Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students will draw conclusions about the themes of the immigrant experience by analyzing primary source photographs [Library of Congress](#)

- Students will evaluate the impact of the Erie Canal on the economic and social growth of New York and the nation [Library of Congress](#)
- Students will analyze historical documents and evaluate the purpose of the Carlisle Indian Industrial School [Library of Congress](#)
- Students will Analyze the causes and effects of the Great Migration and evaluate primary source material from the Great Migration
<https://www.trumanlibrary.gov/education/lesson-plans/great-migration-lesson-plan>
- Students will analyze the struggles BIPOC incurred when moving along the Great Migration.
http://www.inmotionaame.org/education/lesson.cfm?migration=8&id=8_005LP
- Students will analyze the different immigrant groups in terms of why they came to the United States, where they settled, what jobs they took, and their lasting legacy on American culture.
- Students will analyze primary sources from the Triangle Shirtwaist Fire using
<https://trianglefire.ilr.cornell.edu> .
- Students will research a topic related to immigration and industrialization. Students will then generate a project of their own choosing (i.e.- writing a children's book, creating a presentation, TV interview, etc.
- Have students make a list of complaints that workers may have had about their working conditions and steps that labor unions might have taken to correct these problems. Have students create speeches, songs, or poems that express these ideas. Remind students that they must include both complaints of workers and the goals of labor unions.

Grade 8 Unit 5

Unit Title: Progressive Era and Roaring Twenties

Duration: 2 Weeks

Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

Indicators

New Jersey Student Learning Standards for Social Studies:

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none">6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy. 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Essential Questions

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Instructional Best Practices**District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

**Recommended Texts
(Read aloud & close reading)****Suggested Texts for Read Alouds:**

The Great Gatsby: F. Scott Fitzgerald, 1925.

Non-fiction websites:

<https://sheg.stanford.edu/wwi-1920s>
<https://newsela.com/>
<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>
<https://www.dbqonline.com/instructor/>
[Common Lit-Progressive Era](#)
[Common Lit-Roaring 20's](#)
<https://trianglefire.ilr.cornell.edu>

Suggested Assessments

Teacher created tests and quizzes
 Alternative Schoology assessments
 Writing prompts:
 DBQ
 Teacher created
 Newsela
 Student/group presentations
 Student/group multimedia projects
 Student-driven inquiry based projects

Targets	Suggested Lessons	Suggested Resources
Students will identify and investigate the economic growth of the 1920's that created a "roar."	With a partner, students will analyze two artifacts from the provided list to investigate the 1920s "roar."	http://www.loc.gov/teachers/classroommaterials/lessons/gatsby/procedure.html See Newsela custom units on this topic for additional resources
Students will identify and analyze the social and cultural changes in America during the Roaring Twenties.	Students will research the cultural effects of the Harlem Renaissance by creating their own museum exhibit. Students will be familiarized with the work from the Harlem Renaissance. Chart how 1920's affected the following groups: Women African Americans Consumers	https://www.pbs.org/newshour/extra/lessons-plans/the-harlem-renaissance/ https://www.commonlit.org/en/texts?searched_from=sidebar&query=harlem+renaissance

Students will identify and explain the emergence of new beliefs and attitudes that produced tensions and conflicts in society.	DBQ Activity- Prohibition: Why did America change its mind? Students will analyze primary sources to evaluate the reasons why Prohibition was not successful.	https://www.dbqonline.com/ins-tructor/
Students will identify and analyze the reasons why the federal government needed to guarantee suffrage for women.	Learning for Justice: Women's Suffrage. In small groups, students will evaluate primary and secondary sources. Then, students will conduct a "Silent Conversation" on why the federal government needed to create legislation to guarantee women's right to vote.	https://www.learningforjustice.org
Describe what inflation is and how it affects people positively (winners) and negatively (losers).	Students will conduct a webquest to learn about the historical inflation rates in the US.	The Impact of Inflation - Open the link and the PDF will download.

Standards that Support Learning

New Jersey Student Learning Standards:

Reading Standards for Informational Text:

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- 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).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards:

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	• 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	• 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
There are government agencies and policies that affect the financial industry and the broader economy.	• 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. • 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. • 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. • 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. • 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. • 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers

- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students will debate the concepts associated with Eugenics during the Progressive Era.
<https://www.facinghistory.org/resource-library/eugenics-and-progressive-era-living-newspapers>
- Students will analyze the act of civil disobedience of Susan B. Anthony.
<https://www.facinghistory.org/resource-library/audacity-vote-susan-b-anthony-s-arrest>
- Students will analyze the different representations of the Pullman Strike in Chicago newspapers.
<https://sheg.stanford.edu/history-lessons/pullman-strike>
- Students will evaluate the impact Lewis Hine's photographs had on child labor legislation.
<https://sheg.stanford.edu/history-lessons/child-labor>
- Students identify and analyze those who made the most change during the Progressive Era:
<https://www.teachinghistory.org/teaching-materials/ask-a-master-teacher/25595>
- Students will pick a topic associated with the unit, conduct research and produce their own demonstration of understanding in various forms like writing a children's book, a Google slide or Canva presentation, an interactive timeline, an Escape Room, a video or any other student-driven concept.

Grade 8 Unit 6
Unit Title: World Power
Duration: 1 Week

Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.1.8.EconNE.4.a: Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.

6.1.8.EconNE.4.b: Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.

6.1.8.HistoryCC.4.a: Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.

6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

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

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy. 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Essential Questions

How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

Instructional Best Practices**District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts
(Read aloud & close reading)

Suggested Texts for Read Alouds:

Culebra Cut ; Judith Head, 1995

The Influence of Sea Power Upon History: Alfred P. Mahan, 1890

Non-fiction websites:

<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

<https://www.dbqonline.com/instructor/>

www.Newsela.com

[Common Lit](#)

<https://www.pbs.org/wgbh/americanexperience/films/panama/>

Suggested Assessments

Teacher created tests and quizzes

Alternative Schoology assessments

Writing prompts:

DBQ

Teacher created

Newsela

Student/group presentations

Student/group multimedia projects

Student-driven inquiry based projects

Targets	Suggested Lessons	Suggested Resources
Identify and analyze the reasons why the United States became an imperial power.	<p>NARA Document Analysis: The Annexation. Students will analyze the petition the Hawaiian people sent the US Congress to protest the annexation.</p> <p>DBQ Activity: Should the United States have annexed the Philippines? Students will analyze primary sources to determine if the United States should have annexed the Philippines.</p> <p>DBQ Activity- Should the United States drill for oil in Alaska's Wilderness? Using primary sources, students will develop an understanding of the pros and cons of drilling for oil in the Alaskan wilderness.</p>	<p>https://www.archives.gov/education/lessons/hawaii-petition</p> <p>https://www.dbqonline.com/instructor/</p> <p>https://www.dbqonline.com/instructor/</p>

	Create a newspaper for the expansion era in American history. Included in the newspaper should be editorials for or against American actions. Topics can include but are not limited to: Panama Canal Spanish American War Annexation of Hawaii Purchase of Alaska	See Newsela custom units on this topic for additional resources
Identify and analyze why the United States went to war with Spain over Cuba in 1898.	Reading Like a Historian: Remember the Maine: Students will use primary sources to determine the reason why the <i>USS Maine</i> exploded. Reading Like a Historian: The Spanish-American War. Students will use primary sources to analyze the reasons why America went to war with Spain over Cuba.	https://sheg.stanford.edu/history-lessons/maine-explosion https://sheg.stanford.edu/history-lessons/spanish-american-war
Identify and analyze how the United States became a power in the Pacific.	Reading Like a Historian: The Philippine-American War Political Cartoons. Students will analyze primary sources to determine why the US annexed the Philippines after the Spanish-American War. Reading Like a Historian: Soldiers in the Philippines. Students will analyze primary sources to determine what accounted for American Soldiers atrocities during the Philippine War.	https://sheg.stanford.edu/history-lessons/philippine-american-war-political-cartoons https://sheg.stanford.edu/history-lessons/soldiers-philippines
<p style="text-align: center;">Standards that Support Learning</p> <p>Reading Standards for Informational Text: RH1- Cite specific textual evidence to support analysis of primary and secondary sources. RH2- 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. RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p>		

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- 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).

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RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards:

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Career Ready Practices:

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9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

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Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	• 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	• 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

There are government agencies and policies that affect the financial industry and the broader economy.

- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students will analyze the media representation of the explosion of the *USS Maine*.
<https://sheg.stanford.edu/history-lessons/maine-explosion>
- Students will analyze the reasons why we invaded Cuba.
<https://sheg.stanford.edu/history-lessons/spanish-american-war>
- Students develop an argument on what role should the United States play in the world?
- Students will analyze how America acquired Hawaii and Alaska and determine if they were acquired with the American ideals of “With Liberty and Justice for All.”
- Students will analyze the construction of the Panama Canal based on its engineering, the acquisition of the Canal Zone by the Americans, and the treatment of the “Silver” and “Gold” workers.
- Students will pick a topic associated with the unit, conduct research and produce their own demonstration of understanding in various forms like writing a children’s book, a Google slide or Canva presentation, an interactive timeline, an Escape Room, a video or any other student-driven concept.

Grade 8 Unit 7**Unit Title: Great Depression****Duration: 1 Week****Standards:**

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

Indicators**New Jersey Student Learning Standards for Social Studies:**

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none">6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none">6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none">6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Essential Questions

How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Suggested Texts for Read Alouds:

The Great Crash, 1929; John K. Galbraith, 2003

Out of the Dust; Karen Hesse, 2002

Seabiscuit; Laura Hillenbrand, 2001

The Grapes of Wrath; John Steinbeck, 1939

Non-fiction websites:

<https://sheg.stanford.edu/new-deal-wwii>

<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

<https://www.dbqonline.com/instructor/>

[Common Lit](#)

<https://www.stlouisfed.org/the-great-depression/curriculum/lesson-plans>

<p style="text-align: center;">Suggested Assessments</p> <p>Teacher created tests and quizzes Alternative Schoology assessments Writing prompts: DBQ Teacher created Newsela Student/group presentations Student/group multimedia projects Student-driven inquiry based projects</p>		
Targets	Suggested Lessons	Suggested Resources
Identify and analyze the causes of the Great Depression. Students will determine how personal financial choices led to the Great Depression.	Students will analyze data from the Great Depression to determine what caused it. Students will role play how the Great Depression affected the average person.	St. Louis Fed Lessons https://everfi.com offers free lessons on financial literacy for students to learn about personal financial choices. Login to access
Identify and explain the causes and the effects of the drought on the Great Plains and the effects of unemployment on millions of Americans.	DBQ Activity- What caused the Dust Bowl? Students will analyze the reasons why the Dust Bowl. Reading Like a Historian: What Caused the Dust Bowl? Students will analyze primary sources to determine the causes and effects of the Dust Bowl.	https://www.dbqonline.com/instructor/ https://sheg.stanford.edu/history-lessons/dust-bowl
Identify and evaluate the impact of the New Deal on society.	Reading Like a Historian: Social Security. Students will identify and evaluate the arguments for and against Social Security.	https://sheg.stanford.edu/history-lessons/social-security
<p style="text-align: center;">Standards that Support Learning</p> <p>New Jersey Student Learning Standards: Reading Standards for Informational Text: RH1- Cite specific textual evidence to support analysis of primary and secondary sources. RH2- Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>		

- RH3-** Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).
- RH4-** Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH5-** Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RH6-** 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).
- RH7-** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH8-** Distinguish among fact, opinion, and reasoned judgement in a text.
- RH9-** Analyze the relationship between a primary and secondary source on the same topic.
- RH10-** By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards:

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	<ul style="list-style-type: none"> 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	<ul style="list-style-type: none"> 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

There are government agencies and policies that affect the financial industry and the broader economy.

- 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives.
- 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.
- 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods.
- 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.
- 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students use the free online stock market game to begin understand the basics of the market: <https://www.howthemarketworks.com>
- Students will analyze the environmental and human impact of the Dust Bowl. <https://sheg.stanford.edu/history-lessons/dust-bowl>
- Students will debate the Social Security Act. <https://sheg.stanford.edu/history-lessons/social-security>
- Students develop their own programs to address the problems of the time.
- Students will compare and contrast the Dust Bowl to a current climate change issue regarding human impact like plastics in the ocean, wildfires, global warming, etc. .

Grade 8 Unit 8
Unit: Civil Rights
Duration: 3 Weeks

Standards

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.1.8.A.3.g-Evaluate the impact of the Constitution and Bill of Rights on current day issues.

6.1.8.D.5.d- Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.3.8.A.1- Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 – Participate in a real simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature.)

6.3.8.B.1- Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.B.3- Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.C.1- Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.

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 democratic society.

Essential Questions

How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Instructional Best Practices

District Approach to Teaching Social Studies

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts (Read aloud & close reading)

Suggested Texts for Read Alouds:

McDougal Littell, American History: Beginnings Through Reconstruction (Chapters 15-17)

John Lincoln Clem: Civil War Drummer Boy by E.F. Abbott

In the Shadow of Liberty: The Hidden History of Slavery, Four Presidents, and Five Black Lives by Kenneth C. Davis

Lincoln and Kennedy: A Pair to Compare by Gene Barretta

What is a Veteran. Anyway? by Robert C. Snyder

Now or Never: Fifty-Fourth Massachusetts Infantry's War to End Slavery, by Ray Anthony Shepard

A Boy's War

Red Badge of Courage

An Occurrence at Owl Creek Bridge

Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life by Ashley Bryan

Warriors Don't Cry: Melba Patillo Beals, 1994.

Hidden Figures: Margot Lee Shutterly, 2016.

Stamped; Jason Reynolds & Ibram X. Kendi, 2020.

Non-fiction websites:

www.newsela.com

<https://sheg.stanford.edu/rh>

www.dbqonline.com

www.AmericanCivilWar.com

<http://www.civil-war.net/>

<http://www.gettysburgmuseum.com/>

<https://acwm.org/>

<http://www.toolboxpro.org/classrooms/template.cfm?ID=4481&p=117159>

<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

<https://www.civilwar.org/learn/articles/brief-overview-american-civil-war>

<http://www.civilwar.com/>
<http://www.pbs.org/kenburns/civil-war/#/>
[Common Lit](#)
<https://www.civilrightsmuseum.org/educators>

Suggested Assessments

Teacher created tests and quizzes
 Alternative Schoology assessments
 Writing prompts:
 DBQ
 Teacher created
 Newsela
 Student/group presentations
 Student/group multimedia projects
 Student-driven inquiry based projects

Targets	Suggested Lessons	Suggested Resources
Students will analyze the history of Juneteenth (this can also be introduced during the Civil War Unit)	Lesson Plans on the History of Juneteenth. Students will analyze the history of Juneteenth, determine how the state represents the celebration and then devise a plan on how to celebrate.	https://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-history-of-juneteenth-and-why-its-set-to-become-a-national-holiday/
Students will analyze the events that occurred prior to the Montgomery Bus Boycott.	Students will use the interactive activity to analyze steps People of Color took before they conducted the Montgomery Bus Boycott.	https://www.civilrightsmuseum.org/before-the-boycott
Students will engage in a simulated democratic process to understand how conflicting points of view are addressed in a democratic society.	Students will use this interactive simulation that demonstrates the non-violent sit-in protests of the Civil Rights Movement.	http://educate.civilrightsmuseum.org/StandingUp/index.html
Describe the human and economic costs of the war and contrast the impact on the US with that of other nations.	Reading Like a Historian: Japanese American Internment. Students will analyze primary sources to determine the reasons why Japanese Americans were interned. Smithsonian: Letters to Miss Breed. Students will analyze	https://sheg.stanford.edu/history-lessons/japanese-american-incarceration http://www.smithsonianeducation.org/educators/lesson_plans/japanese_internment/index.html

	letters written to Miss Breed to understand the conditions of the Japanese American internment camps.	
Summarize the creation of the atomic bombs and evaluate the reasons why they were used to bring an end to the war.	Reading Like Historian: The Atomic Bomb Students read four different accounts of the bombings and must decide for themselves how we should remember the dropping of the atomic bombs.	https://sheg.stanford.edu/history-lessons/atomic-bomb
Students will analyze primary sources associated with the civil rights of the Indigenous Peoples of the Americas.	PBS Learning Media Primary Source Resources: Students will access the primary sources from varied perspectives to identify and analyze the challenges faced by the Indigneous Peoples of the Americas.	https://nj.pbslearningmedia.org/resource/dpla-tg-082/teaching-guide-exploring-the-american-indian-movement/
Students will analyze the primary sources associated with the expulsion of Minnijean Brown to determine if she was treated fairly.	Reading Like a Historian: Little Rock Nine- Students will analyze five different documents that provide evidence on why Minnijean Brown was expelled from Central High School. Students will then analyze if they feel she was treated with fairness.	https://sheg.stanford.edu/history-lessons/little-rock-nine
Students will evaluate the effectiveness of government responses to inequality.	In this lesson, students will view video clips about how the government responds to inequality by looking at past examples of federal policies and court cases.	https://www.c-span.org/classroom/document/?16918
<p style="text-align: center;">Standards that Support Learning</p> <p>New Jersey Student Learning Standards: Reading History RH1- Cite specific textual evidence to support analysis of primary and secondary sources. RH2- 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. RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).</p>		

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- 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).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing History

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

New Jersey Core Curriculum Content Standards- Technology

TECH.8.1.8.E.CS2 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.8.F.CS1 - Identify and define authentic problems and significant questions for investigation.

TECH.8.1.8.F.CS2 - Plan and manage activities to develop a solution or complete a project.

TECH.8.1.8.F.CS3 - Collect and analyze data to identify solutions and/or make informed decisions.

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	• 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	• 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.

Credit Profile

Core Ideas	Performance Expectations
There are strategies to build and maintain a good credit history.	• 9.1.8.CP.1: Compare prices for the same goods or services. • 9.1.8.CP.2: Analyze how spending habits affect one's ability to save.

There are government agencies and policies that affect the financial industry and the broader economy.	• 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. • 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. • 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. • 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. • 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. • 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.
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Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students will evaluate primary sources to determine the reasons why the Montgomery Bus Boycott was successful. <https://sheg.stanford.edu/history-lessons/montgomery-bus-boycott>
- Students will evaluate primary sources to determine why Minnijean Brown was expelled. <https://sheg.stanford.edu/history-lessons/little-rock-nine>
- Students will analyze why the Stonewall Riots were the start of the LGBTQIA+ movement. <https://sheg.stanford.edu/history-lessons/stonewall-riots>
- Lesson Plans on the History of Juneteenth: <https://www.pbs.org/newshour/extra/lessons-plans/lesson-plan-history-of-juneteenth-and-why-its-set-to-become-a-national-holiday/>

Grade 8 Unit 9
Unit Title: Genocide
Duration: 3 Weeks

Standards:

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.3 Active Citizenship in the 21st Century: 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.

Indicators

New Jersey Student Learning Standards for Social Studies:

6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas.

6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Core Idea	Performance Expectations
Political and civil institutions impact all aspects of people's lives.	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
Governments have different structures which impact development (expansion) and civic participation.	<ul style="list-style-type: none"> 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship). 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue. 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information.

Civics, Government, and Human Rights: Democratic Principles

Core Idea	Performance Expectations
The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.	<ul style="list-style-type: none"> 6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body. 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions). 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.

Civics, Government, and Human Rights: Processes, Rules and Laws

Core Idea	Performance Expectations
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<ul style="list-style-type: none"> 6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies. 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. 6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality). 6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change. 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society. 6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy. 6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Core Idea	Performance Expectations
Civic participation and deliberation are the responsibility of every member of society.	<ul style="list-style-type: none"> 6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion. 6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level.
Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.	6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints, and willing to take action on public issues.

Civics, Government, and Human Rights: Human and Civil Rights

Core Idea	Performance Expectations
Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.	6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.

Economics, Innovation, and Technology: Economic Ways of Thinking

Core Idea	Performance Expectations
Economic decision -involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	<ul style="list-style-type: none">6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

Essential Questions**A. Civics, Government, and Human Rights**

How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

C. Economics, Innovation, and Technology

How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?

D. History, Culture, and Perspectives

How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?

How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Instructional Best Practices**District Approach to Teaching Social Studies**

Introduction of Critical Content: Students are presented with the unit goal, learning target, and relationship to previous learning experiences.

Focus Lesson: The lesson may include a read aloud, close read, and/or direct, explicit instruction of Social Studies skills and/or strategies.

Application: Active engagement may include independent practice or group hands-on activities, projects, digital activities, small group instruction or conferring.

Share: Students may be provided opportunities to reflect on their learning.

Recommended Texts
(Read aloud & close reading)

Suggested Texts for Read Alouds:

The White Minority: Pioneers for Racial Equality by Richard Stiller.

"Strange Fruit" -- Billie Holiday

"The Hangman" -- Maurice Ogden

"No one left" -- Martin Niemoller

Long Way Gone; Ishmael Beah, 2007

The Nazi Officer's Wife; Edith Hahn Beer, 1999

Zlata's Diary; Zlata Filipovic, 1994

The Upstairs Room; Johanna Reiss, 1972

Night; Elie Wiesel, 1960

Parallel Journeys; Eleanor H. Ayer, 1995

African Diary; Bill Bryson, 2002

All that is Bitter and Sweet; Ashley Judd, 2011

The Girl Who Smiles Beads; Clemantine Wamariya and Elizabeth Weil, 2018.

Survivors Club; Michael Bornstein and Debbie Bornstein Holinstat, 2017.

Chocolate, The Taste of Freedom; Maud Peper Dahme, 2015.

All But My Life; Gerda Weissmann Klein, 1957.

A Long Way Home, Saroo Brierley, 2015.

A Long Walk to Water; Linda Sue Park 2010

The Hate List; Jennifer Brown, 2009

The Invention of Wings; Sue Monk Kidd, 2014

The Boy in the Striped Pajamas; John Boyne 2006

The Radiance of Tomorrow; Ishmael Beah, 2014.

The Librarian of Auschwitz; Antonio Iturbe, 2012.

The Tattooist of Auschwitz; Heather Morris, 2018.

Unbroken, Laura Hillenbrand, 2010

Diary of Anne Frank

Modoc; Ralph Hefler, 1998

Girls of the Atomic City; Denise Kiernan, 2013.

The Boys Who Challenged Hitler; Phillip Hoose, 2015.

Deep Sea; Annika Thor, 2015.

Refugee; Alan Gratz, 2017.

The Aviator's Wife, Melanie Benjamin, 2013

Weedflower; Cynthia Kadohata, 2006.

The War That Saved My Life; Kimberly Brubaker Bradley, 2016.

No Better Friend; Robert Weintraub, 2015.

Non-fiction websites:

www.splcenter.org/teachingtolerance.html

<https://www.ushmm.org>

[USC Shoah Foundation](http://www.uscshoah.org)

<http://www.state.nj.us/education/aps/cccs/ss/resources.htm>

<http://www.genocidewatch.org/aboutgenocide/8stagesofgenocide.html>
<https://www.dbqonline.com/instructor/>
<http://onemillionbones.squarespace.com/genocide-resources/>
<https://www.glsen.org>
[Facing History](#)
www.adl.org
<https://disabilityequalityeducation.org/resources/lesson-plan-resources/>
<https://www.zinnedproject.org/materials/disability-history-week/>
[Common Lit](#)
[The Rwandan Genocide](#)

Suggested Assessments

Teacher created tests and quizzes
 Alternative Schoology assessments
 Writing prompts:
 DBQ
 Teacher created
 Newsela
 Student/group presentations
 Student/group multimedia projects
 Student-driven inquiry based projects

Targets	Suggested Lessons	Suggested Resources
Students will identify and analyze the 10 Stages of Genocide.	Students will define and apply the Ten Stages of Genocide with historical examples. Research on one of the twentieth century genocides: Rwanda Darfur Armenia Pol Pot and the Khmer Rouge Students will participate in a Gallery Walk of a genocide.	The Genocide Project - The link will open a new window and the pdf will download. https://www.ushmm.org/
Students will demonstrate an understanding of the effects of the following roles: Oppressor Bystander Upstander	Students will view and reflect by writing a journal entry, creating a painting/drawing, writing a song on the memoir "One Survivor Remembers." Students will evaluate the causes	One Survivor Remembers

Victim	and effects of the Oklahoma City Bombing	The Oklahoma City Hope Trunk
Students will develop an understanding of the characteristics or situations needed to have survived a genocide.	Students will research memoirs of survivors and create questions they would ask survivors.	https://genocideeducation.org/wp-content/uploads/2014/08/iwitness_Photo_Activity.pdf

Standards that Support Learning

New Jersey Student Learning Standards:

Reading History

RH1- Cite specific textual evidence to support analysis of primary and secondary sources.

RH2- 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.

RH3- Identify key steps in a text's description of a process relate to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH4- Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH5- Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH6- 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).

RH7- Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH8- Distinguish among fact, opinion, and reasoned judgement in a text.

RH9- Analyze the relationship between a primary and secondary source on the same topic.

RH10- By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

Writing Standards:

WH1-10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.

Career Ready Practices:

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.2: Develop a plan that includes information about career areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.

Technology-

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format.

Civic Financial Responsibility

Core Ideas	Performance Expectations
Philanthropic and charitable organizations play important roles in supporting the interests of individuals and local and global communities and the issues that affect them.	9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
Individuals can use their talents, resources, and abilities to give back.	• 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.
The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.	• 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance. • 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.
There are government agencies and policies that affect the financial industry and the broader economy.	• 9.1.8.EG.3: Explain the concept and forms of taxation and evaluate how local, state and federal governments use taxes to fund public activities and initiatives. • 9.1.8.EG.4: Identify and explain the consequences of breaking federal and/or state employment or financial laws. • 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education. • 9.1.8.EG.6: Explain the economic principle of the circular flow of money in different situations regarding buying products or services from a local or national business and buying imported or domestic goods. • 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions. • 9.1.8.EG.8: Analyze the impact of currency rates over a period of time and the impact on trade, employment, and income.

Modifications for Diverse Learners

To assist in meeting these standards, teachers may:

- utilize visual supports and graphic organizers
- use prompts and model directions
- provide opportunities to model talk during read alouds, and scaffold talk during whole class and small group discussions

Recommendations for Enrichment Opportunities

- Students will evaluate primary sources associated with Americans who took extraordinary measures to assist Jewish refugees during World War II.
<https://www.facinghistory.org/resource-library/americans-and-holocaust-refugee-crisis/refugees-and-rescuers-courage-act>
- Students will evaluate why American society decided against accepting Jewish refugee children into America in 1939.

<https://www.facinghistory.org/resource-library/americans-and-holocaust-refugee-crisis/child-refugee-debate>

- Holocaust Remembrance Day Lessons:
<https://www.pbs.org/newshour/extra/lessons-plans/holocaust-day-of-remembrance-lesson-plans-and-activities/>
- Students will pick a topic associated with the unit, conduct research and produce their own demonstration of understanding in various forms like writing a children's book, a Google slide or Canva presentation, an interactive timeline, an Escape Room, a video or any other student-driven concept.