

**8th
Grade**

August

2017

Developed Spring 2015

The 8th grade curriculum is a U.S. history course that was developed by the Fair Lawn Social Studies Middle School Team and is aligned to the New Jersey Student Learning Standards in Social Studies.

**U.S.
History**

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

8th
Grade

1

Table of Contents

Committee Credits

Course Synopsis

Philosophy & Rationale

Scope & Sequence

Unit Descriptions

Course Materials

Assessments

Interdisciplinary Connections

21st Century Skills Connections

Alignment to Technology Standards

Appendix I

Committee Credits

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8th grade U.S. History

I. Course Synopsis

The purpose of the social studies component in the 8th grade is to foster in students the knowledge and skills needed to make sense of current political and social issues and to provide a knowledge base in order to learn to contribute to national, state, and local decision-making through participatory citizenship. The program will integrate the study of the social, economic, and political problems of the United States by starting with the framework of the American Revolution through the Reconstruction period following the American Civil War. The second half of the year will concentrate on how citizens have interacted with the government of the United States throughout history. Among the anticipated objectives are the understanding of the growth of democratizing institutions in the present day United States and the students' role in utilizing these democratic forces in the practice of responsible citizenship.

The eighth grade social studies curriculum is designed to integrate critical thinking and social reasoning by providing opportunities for speaking, reading, writing, and analyzing as tools for learning about America's origins and development. Students will utilize these tools as we travel from early colonization through the period of Reconstruction following the American Civil War. Students, in the second half of the year, will then study the principles of civics as they apply to the individual rights of workers and voters, the civil rights of African-Americans, Women and other communities. In addition, students will research current events and participate in a service learning project to help determine their role as a citizen in their community, country and world. As students progress through these historical periods, they will continuously examine the seven themes of history including:

- a. Physical Environment
- b. Government
- c. Economics
- d. Social Classes
- e. Cultural Development
- f. Religions and Values
- g. Science and Technology

II. Philosophy and Rationale

The eighth grade social studies curriculum is designed to employ a conceptual approach within a chronological framework and introduce the students to the cultural diversity that is unique to the United States. It is the goal of the Social Studies Department to provide the students in this course with an understanding of the ideals and philosophies upon which the government of the United States was established, to have the students see the evolution of the United States into a powerful and resourceful nation, and to explore how the government sought to become the “more perfect union” envisioned by its founding fathers.

It is also the goal of this curriculum to provide the students with an educational experience that will help them develop an understanding of their heritage as Americans with all the diversity and complexity that entails. The course is designed to foster in students an attitude towards learning which will help them to view the present state of the world and United States society in terms of the long and short range consequences of history. By doing all this, the department hopes to affect an attitude in all students of tolerance and understanding of all Americans, including immigrant, racial, gender, and ethnic minorities, of pride in what has become known as the American way of life, a dedication to the beliefs “we hold self evident”, and to the constant effort necessary to preserve them.

Fair Lawn District Mission: Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience. We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Social Studies Statement of Philosophy: Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make

connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes. The Social Studies Curriculum for grades K-5 is a comprehensive framework for Social Studies teaching that brings together the National Curriculum Standards for Social Studies, including the Ten Thematic Strands, and the New Jersey Student Learning Standards. Each grade is organized around suggested time frames for the teaching of core content (units of study) guided by essential questions. Within each unit of study are found the major content and concepts and their relation to specific standards, key ideas and performance indicators. Included with each grade are the appropriate reading/writing and research skills from the New Jersey Student Learning Standards.

Curricula Writing: The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with the New Jersey Student Learning Standards. Curriculum is designed to be a living document – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment. In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

New Jersey Student Learning Standards: Our Social Studies curricula aligns, when possible, to the NJSLS SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;

- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

New Jersey State Department of Education

NJ Educational Mandates

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

<http://www.state.nj.us/njded/holocaust/aboutus/mandate.html>

The Amistad Bill (A1301), calls on —New Jersey schools to incorporate African-American history into their Social Studies curriculum. Passed by the New Jersey legislature in 2002, —The Amistad Bill created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

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

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today’s learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century.

Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success. There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information <http://www.state.nj.us/education/cccs/standards/9>

Ten Thematic Strands of Social Studies

I Culture – A people’s way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II Time, Continuity, and Change – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III People, Places, and Environments – The complex relationship between human beings and the environments within which they live and work.

IV Individual Development and Identity – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V Individuals, Groups, and Institutions – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

VI Power, Authority, and Governance – The complex purposes and features of individuals and groups with respect to issues of power and government.

VII Production, Distribution, and Consumption – The role of resources, their production and use, technology, and trade on economic systems.

VIII Science, Technology, and Society – The significance of scientific discovery and technological change on people, the environment, and other systems.

IX Global Connections – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X Civic Ideals and Practices – The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to

www.socialstudies.org/standards/strand

INTEGRATION OF READING AND WRITING IN SOCIAL STUDIES

In addition to the social studies skills from Standards 61.-6.3, which are integrated into instruction of civics, history, economics and geography, the K-5 social studies curriculum emphasizes and requires the application of literacy skills and strategies for reading and writing identified in each grade level language arts literacy curriculum.

READING

Strategy instruction for reading nonfiction and informational text is a component of the social studies curriculum across all grade levels. Throughout the curriculum, the following instructional structures are

identified:

Read-Aloud: The focus is on enjoyment and specific learning goals (for example, to introduce, illustrate, or expand a concept or context for learning in civics, geography, economics or history)

Think-Aloud/Shared Reading: The focus is on strategy or skill instruction, specifically for reading informational or expository text, OR to model thinking about a concept or topic from the curriculum.

Guided Reading: The purpose of guided reading in social studies is twofold: to give students access to social studies content and information using appropriately leveled texts, AND to teach specific reading skills using those texts.

Book Clubs, Text Circles, Literature Circles: This structure entails forming student-led inquiry and discussion groups based on self-selected texts from a set designated by the teacher.

Independent Reading: Students select material that interests them and read for pleasure, giving them the opportunity to answer questions or explore further topics and ideas related to what they are studying in social studies. Students choose from among the titles that they did not have an opportunity to read during guided reading activities or in book clubs.

Research or Inquiry Investigation: Students investigate research questions and learn more about specific topics using a variety of print and nonprint resources. Once they have gathered information—individually, with a partner, or with a group—they report back orally, electronically or in written form.

WRITING

Students should be given numerous opportunities in social studies to apply and practice the specific writing strategies and discourses identified in the language arts curriculum, for example, narrative essays, persuasive essays, and expository essays (compare/contrast, cause/effect, problem/solution). In addition, instruction should incorporate inquiry papers, writing in response to questions about the text students are reading, and Document Based Questions or DBQ's.

II. Scope & Sequence

● Unit 1: Revolution - New Nation (1754-1820s)- 4 weeks

- Essential Question: What inspired America to seek independence from Britain?
 - i. Disputes over political authority and economic issues contributed to a movement for independence in the colonies.
 - ii. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
- Major Concepts:
 - i. Causes of the American Revolution
 - ii. Impact of important leaders
 - iii. Impact of African Americans, Native Americans and women

● Unit 2: Founding Documents of the United States- 6 Weeks

- Essential Question: What principals, beliefs and political structures led to the establishment of the United States government?
 - i. The Declaration of Independence, the Constitution and its Amendments codified the ideas that human rights extend to all people and government gets its power from the people.
- Major Concepts:
 - i. Impact of founding documents (ex.: Declaration of Independence, Constitution) on women, African Americans and Native Americans
 - ii. Effectiveness of the fundamental principles of the Constitution in establishing a federal government that allows for growth and change over time
 - iii. Role of compromise
 - iv. Role of notable acts and impact on civil liberties
 - v. Formation of political parties
 - vi. Impact of the Constitution and the Bill of Rights on current day issues
- **Unit 3: Expansion and Reform (1801-1861)- 4 Weeks**
 - Essential Question: How did U.S. physical and economic expansion during the 1800s shape its modern political views?
 - i. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.
 - Major Concepts:
 - i. America's changing relationship with other nations
 - ii. Influence of Manifest Destiny
 - iii. Impact of Louisiana Purchase
 - iv. Impact of expansion on Native Americans
 - v. Major technological developments
 - vi. Increase in immigration
 - vii. Expansion of voting rights
 - viii. Economic challenges facing the new nation
 - ix. Reform efforts during the Antebellum period
 - x. Resistance to slavery (Underground Railroad)
- **Unit 4: Civil War and Reconstruction (1850-1877)- 6 Weeks**
 - Essential Question: How are the effects of the Civil War still present in modern American culture?
 - i. The Civil War and Reconstruction tested the nation's resolve to the ideals set forth in the Declaration of Independence and the Constitution and its

Amendments. The outcome showed that the nation itself could withstand a war from within.

- Major Concepts:
 - i. Impact of Emancipation Proclamation and the Gettysburg Address on American life
 - ii. Important causes and events leading to the Civil War
 - iii. Roles of women, African Americans and Native Americans
 - iv. Approaches of government toward the reconstruction of the South
 - v. Economic impact of Reconstruction in the South
 - vi. Effect of the 13th, 14th, and 15th Amendments on various different groups of people

● Unit 5: Government at Work- 6- 8 Weeks

- Essential Question: How does the Constitution, i.e. government, affect citizen's daily lives?
- Major Concepts:
 - i. Right to Vote - Voter IDs
 - ii. Social Programs (FDR) - Welfare & Pathways to Citizenship
 - iii. Desegregation (Brown v. Board) - Achievement Gap/Economic Segregation
 - iv. Government & War (President v. Congress)
 - v. State versus Federal Rights - Marijuana/Gun Control/Education

● Unit 6: The Role of the Citizen- 6 Weeks

- Essential Question: How have citizens played a role in shaping America's social, political and economic environment?
 - i. The American Experiment with democracy as a form of government has prompted ongoing, productive and at times, tumultuous outcomes owing to the fact that citizens are given a considerable degree of power and control over the trajectory of their society. This unit aims to explore how citizens have played a part in shaping American culture and society, the responsibilities citizens assume, the degree to which that responsibility is fulfilled, and the impact of individual or group efforts to move the nation forward.
- Major Concepts:
 - i. Civil Rights Movements - African Americans/Women/Gay Rights
 - ii. Landmark Supreme Court Cases
 - iii. Creation of Labor Laws & Unions
 - iv. Social, Political and Economic Activism in Modern Era

III. Unit Descriptions

Unit 1- Revolution and the New Nation -4 Weeks

Enduring Understandings:

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

Essential Questions:

- What causes a revolution?
- What made the people of the colonies decide to risk revolution?
- What was the impact of George Washington as general of the American revolutionary forces and as the first president of the United States?
- How did prominent individuals and other nations contribute to the causes, execution, and outcome of the American Revolution?
- What were the roles and perspectives of various socioeconomic groups including African Americans, Native Americans and women during the American Revolution?

Benchmark Assessments: Mapping Quizzes, Vocabulary Quizzes, Research Project - Important People of the Revolution

Suggested Activities: Document Based Questions, Primary and Secondary Source Analyses, research project, various writing exercises, mapping activities

Standards:

NJSLS : 6.1.8.B.3.c, 6.1.8.B.3.d, 6.1.8.C.3.a, 6.1.8.C.3.b, 6.1.8.D.3.a, 6.1.8.D.3.c, 6.1.8.D.3.d, 6.1.8.D.3.e, 6.1.8.D.3.f

NJSLS in ELA: See Philosophy & Rationale

Modifications: See below and Appendix I

Dependent on Student Needs

- Adjust length or complexity of class/homework assignments to functional/instructional level of student

- Modify test to reduce demands on memory (use word banks, multiple choice vs. fill-in)\
- Extended time on assessments
- Supply graphic organizers for research
- Use different visual aids and/or enlarge text
- Place students in cooperative groups or assign peer buddy or provide paraprofessional support
- Pre-teach key concepts or terms before the lesson
- Allow a verbal response or allow students to show knowledge with hands on materials.
- Individualize a timeline for completing a task; pace learning differently (increase or decrease)

Unit 2: Founding Documents of the United States- 6 Weeks

Enduring Understanding:

- The Declaration of Independence, the Constitution and its Amendments codified the ideas that human rights extend to all people and government gets its power from the people.

Essential Questions:

- What were the ideals found in the Declaration of Independence and how were they fulfilled for women, African Americans and Native Americans during this time period?
- What was 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?
- What role did compromise play in the creation and adoption of the Constitution and the Bill of Rights?
- Why were the Alien and Sedition Acts enacted and did they undermine civil liberties?
- How were political parties formed?
- How do the Constitution and the Bill of Rights impact current day issues?
- Why was the Declaration of Independence written?
- How did the early leadership of the nation meet the goals established in the Preamble of the Constitution?

Benchmark Assessments: Vocabulary Quizzes, Reading of Primary Sources

Suggested Activities: Document Based Questions, Primary and Secondary Source Analyses, research project, various writing exercises, mapping activities

Standards:

NJSLS : 6.1.8.A.3.a, 6.1.8.A.3.b, 6.1.8.A.3.c, 6.1.8.A.3.d, 6.1.8.A.3.e, 6.1.8.A.3.f, 6.1.8.A.3.g, 6.1.8.B.3.b, 6.1.8.D.3.b, 6.1.8.D.3.g

NJSLS in ELA: See Philosophy & Rationale

Modifications: See below and Appendix I

Dependent on Student Needs

- Adjust length or complexity of class/homework assignments to functional/instructional level of student
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- Place students in cooperative groups or assign peer buddy or provide paraprofessional support
- Pre-teach key concepts or terms before the lesson
- Allow a verbal response or allow students to show knowledge with hands on materials.
- Individualize a timeline for completing a task; pace learning differently (increase or decrease)

Unit 3: Expansion and Reform – 4 Weeks

Enduring Understandings:

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

Essential Questions:

- Reform:
 1. How did America’s relationship with other nations change?
 2. How did the concept of Manifest Destiny influence the acquisition of land through annexation, diplomacy and war?
 3. What was the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States?

4. How did US expansion impact Native Americans?
 5. How did major technological developments revolutionize land and water transportation?
 6. What factors led to the increase in immigration and what cultural conflicts resulted?
- Reform:
 1. To what extent were voting rights expanded during the Jacksonian period?
 2. What were the economic challenges facing the new nation? (National Bank, uniform currency)
 3. What were the technological innovations of the time?
 4. What were the reform efforts during the Antebellum period? (education, women's rights, slavery)
 5. What was the growing resistance to slavery as evidenced by the Underground Railroad?

Benchmark Assessments: Mapping Quizzes, Vocabulary Quizzes, Research Project

Suggested Activities: Document Based Questions, Primary and Secondary Source Analyses, research project, various writing exercises, mapping activities

Standards:

NJSLS : 6.1.8.A.4.a, 6.1.8.A.4.b, 6.1.8.A.4.c, 6.1.8.B.4.a, 6.1.8.B.4.b, 6.1.8.C.4.a, 6.1.8.C.4.b, 6.1.8.C.4.c, 6.1.8.D.4.a, 6.1.8.D.4.b, 6.1.8.D.4.c

NJSLS in ELA: See Philosophy & Rationale

Modifications: See below and Appendix I

Dependent on Student Needs

- Adjust length or complexity of class/homework assignments to functional/instructional level of student
- Modify test to reduce demands on memory (use word banks, multiple choice vs. fill-in)\
- Extended time on assessments
- Supply graphic organizers for research
- Use different visual aids and/or enlarge text
- Place students in cooperative groups or assign peer buddy or provide paraprofessional support
- Pre-teach key concepts or terms before the lesson
- Allow a verbal response or allow students to show knowledge with hands on materials.
- Individualize a timeline for completing a task; pace learning differently (increase or decrease)

Unit 4: Civil War and Reconstruction – 6 Weeks

Enduring Understanding:

- The Civil War and Reconstruction tested the nation’s resolve to the ideals set forth in the Declaration of Independence and the Constitution and its Amendments. The outcome showed that the nation itself could withstand a war from within.

Essential Questions:

- How and why have the Emancipation Proclamation and the Gettysburg Address continued to impact American life?
- What were the important causes and events that led to the Civil War? (from different perspectives)
- What were the roles of women, African Americans and Native Americans in the Civil War?
- What were the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South?
- What was the economic impact of Reconstruction in the South?
- What was the effect of the 13th, 14th, and 15th Amendments on various different groups of people?

Benchmark Assessments: Mapping Quizzes, Vocabulary Quizzes, Research Project

Suggested Activities: Document Based Questions, Primary and Secondary Source Analyses, research project, various writing exercises, mapping activities

Standards:

NJSLS : 6.1.8.A.5.a, 6.1.8.A.5.b, 6.1.8.B.5.a, 6.1.8.C.5.a, 6.1.8.C.5.b, 6.1.8.D.5.a, 6.1.8.D.5.b, 6.1.8.D.5.c, 6.1.8.D.5.d

NJSLS in ELA: See Philosophy & Rationale

Modifications: See below and Appendix 1
Dependent on Student Needs

- Adjust length or complexity of class/homework assignments to functional/instructional level of student
- Modify test to reduce demands on memory (use word banks, multiple choice vs. fill-in)\
- Extended time on assessments
- Supply graphic organizers for research
- Use different visual aids and/or enlarge text
- Place students in cooperative groups or assign peer buddy or provide paraprofessional support
- Pre-teach key concepts or terms before the lesson
- Allow a verbal response or allow students to show knowledge with hands on materials.
- Individualize a timeline for completing a task; pace learning differently (increase or decrease)

Unit 5: Government at Work- 6-8 weeks

Enduring Understanding:

- The United States constitution lays the foundations for the relationship between the government and its citizens. Despite the governmental structure and boundaries outlined in the Constitution, its interpretation has led to contention among states and citizens.

Essential Questions:

- How does the Constitution apply to daily life?
- Is a strong federal system the most effective government for the United States? Which level of government, federal or state, can best solve our nation's problems?
- In a democracy, does the government have the power to limit who votes?
- How can social programs positively and negatively affect society?
- What role should the government play in creating social, cultural and economic change?
- What should determine if the United States goes to war?
- Is it the responsibility of the United States to be the world's policeman?

Suggested Topics/Case Studies: Each topic will correlate to a current event or topical argument related to the core concept. The following are recommended connections:

- Right to Vote / Voter IDs
- Social Programs (FDR) / Welfare & Pathways to Citizenship
- Desegregation (Brown v. Board) / Achievement Gap - Economic Segregation

- Government & War (President v. Congress)

Benchmark Assessments – Writing assessments, presentations

Standards:

NJSLS : 6.1.8.A.3.a, 6.1.8.A.3.b, 6.1.8.A.3.d, 6.1.8.A.3.e, 6.1.8.A.3.g, 6.1.8.A.4.c, 6.1.8.A.5.a, 6.1.8.D.4.b, 6.1.8.D.5.d

NJSLS in ELA: See Philosophy & Rationale

Modifications: See below and Appendix I

Dependent on Student Needs

- Adjust length or complexity of class/homework assignments to functional/instructional level of student
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- Supply graphic organizers for research
- Use different visual aids and/or enlarge text
- Place students in cooperative groups or assign peer buddy or provide paraprofessional support
- Pre-teach key concepts or terms before the lesson
- Allow a verbal response or allow students to show knowledge with hands on materials.
- Individualize a timeline for completing a task; pace learning differently (increase or decrease)

UNIT 6: The Role of the Citizen- 6 Weeks

Enduring Understandings:

- In order to maintain a healthy and vibrant democracy, citizens must be actively engaged in the continuing evolution and habilitation of their government.
- The Constitution and other landmark documents of the United States government provide specific protections for the rights of citizens and by extension, citizens are obligated to participate in the preservation and perpetuation of those rights.
- Due to the nature of the social and political structure of the United States, there are multiple opportunities for citizens to engage their own society at the local, state, and federal levels.
- An informed, educated and active citizenship is essential to maintaining a healthy relationship between the public and its government.

- Citizens play multiple roles and are often inside or outside of particular groups of constituents; each with its own aligned or competing interests.

Essential Questions:

- How much or little power have citizens in the United States had over time?
- How have the notions of “equality,” “fairness,” and “justice” evolved during the history of the United States?
- What are the important/landmark events where the power of the public served to create and promote economic, political or social change?
- What is the responsibility of an individual citizen to him/herself and his/her fellow citizens?
- What are the challenges of balancing security and freedom?
- How do the goals of groups (racial, ethnic, religious, economic, etc.) affect the goals of the individual?
- What seem to be the most powerful activators of social, political or economic movements?
- How do citizens contribute to the success or failure of social, political or economic movements?
- Is fairness, equality and justice for all achievable?

Suggested Topics/Case Studies:

- *Reconstruction:*
 - What were the political, economic and social forces at play during this period?
 - What was the role of the citizen during this period?
 - How did individuals affect change during Reconstruction?
 - Did the Reconstruction Era promote equality, justice or fairness?
- *Progressivism:*
 - What were the political, economic and social forces at play during this period?
 - What was the role of the citizen during this period?
 - How did individuals affect change during the Progressive Era?
 - Did the Progressive Era promote equality, justice or fairness?
 - What was the role of unions?
 - Were protests effective?
- *Global Wars:*
 - What were the political, economic and social forces at play during this period?
 - What was the role of the citizen during this period?
 - How did individuals affect change during World War I and World War II?
 - Did the World Wars promote equality, justice or fairness inside the US? Outside?
 - What was the role of the media?
 - Were protests effective?

- *Civil Rights:*
 - What were the political, economic and social forces at play during this period?
 - What was the role of the citizen during this period?
 - How did individuals affect change during the Civil Rights Movement?
 - Did the Civil Rights Movement promote equality, justice or fairness?
 - What was the role of the media?
 - Were protests effective?
 - What was the role of religion?

- *Contemporary Topics:*
 - “The War on Terror”
 - “The Patriot Act”
 - Economic inequality
 - Social justice revisited - did the Civil Rights Movement work?
 - Gay marriage equality?
 - Health care - a right or a privilege?

Benchmark Assessments – Writing assessments, presentations

Standards:

NJSLS : 6.1.8.A.5.a, 6.1.8.A.5.b, 6.1.8.B.5.a, 6.1.8.C.5.a, 6.1.8.C.5.b, 6.1.8.D.5.a, 6.1.8.D.5.b, 6.1.8.D.5.c, 6.1.8.D.5.d

NJSLS in ELA: See Philosophy & Rationale

VI. Course Materials:

- Online Textbook:
- Resources from www.icvics.org
- Leveled current event articles from www.newsela.com
- U.S. Atlas
- National Geography Documents of Freedom series
 - Declaration of Independence
 - The Constitution
 - Bill of Rights
 - Emancipation Proclamation
 - Colonial Life
 - Fight for Freedom
 - Blue or Gray: A Family Divided

- The Spirit of a New Nation
- The Underground Railroad
- Our Journey West
- Our New Life in America

VII. Assessments:

- Assessments will include: semi-daily “check for understandings”; formative assessments, practically applied concepts that ask students to take concepts related to civic duties and apply them to real-world, contemporary issues, drafts of letters to Congress or local political leaders.

Suggested Activities:

- Document Based Questions
- Primary and Secondary Source Analyses
- Research project
- Essay
- Mapping Activities
- Political Action project
- Class Congress/Model UN

- Formative Assessments
 - Vocabulary quizzes
 - Do Nows
 - Exit Activities
 - Project Based Assessments
 - Group discussion

- Summative Assessments
 - Assessment from textbook
 - Writing Assessments
 - Project assessments with accompanying rubrics
 - Teacher made assessment

VII. Interdisciplinary Connections and Alignment to Technology Standards

Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJSLs are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

21st Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

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

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes
- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

Examples of Modifications and Differentiation

Gifted and Talented (content, process, product and learning environment)

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf

Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already

mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are

often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.

- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding requires thorough and contextualized study of these subjects across grades and courses in social studies.
- Giving Directions-States clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors -

https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Students at Risk of School Failure

8th
Grade



Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.