Pacing Guide For Social Studies Curriculum

Grade 8

Topic	Marking Period	Number of Days
Revolution and the New Nation	1-3	82
Expansion and Reform	3-4	39
Civil War and Reconstruction	4	32
Civics, Government, and Human Rights: Civic and Political Institutions	1-2 3-4	10 ● Integrated into appropriate lessons
Civics, Government and Human Rights: Participation and Deliberation	1-2 3-4	10 ● Integrated into appropriate lessons
Civics, Government, and Human Rights: Democratic Principles	1-4	● Integrated into appropriate lessons
Civics, Government, and Human Rights: Processes, Rules and Law	1-4	● Integrated into appropriate lessons
Civics, Government, and Human Rights: Human and Civil Rights	1-4	● Integrated into appropriate lessons
Economics, Innovation and Technology: Economic Ways of Thinking	1-2 3-4	10 ● Integrated into appropriate lessons ● MAC

Grade: 8

Standard:6.1.8	**Content Topic:** Era 3. Revolution and the New Nation (1754-1820s)

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
8	6.1.8.CivicsPI.3.a	Political and civil institutions impact all aspects of people's lives	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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 3/9 - The Constitution:A More Perfect Union A More Perfect Union Electronic Field Trip https://www.troup.org/userfiles/929/My%20Files/Social%20Studies/8SS/revolutionary_period/articles_confederation/Forming%20a%20More%20Perfect%20Union.pdf?id=10705 Interactive Notebook Newsela 4/11 - Political Developments in the Early Republic Interactive Notebook Newsela Edpuzzle
8	6.1.8.Civics.PI.3.b	Political and civil institutions impact all aspects of people's lives	Evaluate the effectiveness of the fundamental principles of the Constitution (ie 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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp https://www.government-and-constitution.org/ 3/8 - Creating the Constitution iCivics - Anatomy of the Constitution; Branches of Power and Race to Ratify games 3/9 - The Constitution:A More Perfect Union Interactive Notebook Newsela A More Perfect Union Electronic Field Trip https://www.troup.org/userfiles/929/My

			over time	%20Files/Social%20Studies/8SS/revolutionary_period/articles_confederation/Forming%20a%20More%20Perfect%20Union.pdf?id=10705 3/10 - The Bill of Rights Interactive Notebook Newsela 4/11 - Political Developments in the Early Republic Interactive Notebook Newsela Edpuzzle
8	6.1.8.Civics.PI.3.c	Political and civil institutions impact all aspects of people's lives	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp https://www.government-and-constitution.org/ 3/9 - The Constitution:A More Perfect Union https://www.troup.org/userfiles/929/My%20Files/Social%20Studies/8SS/revolutionary_period/articles_confederation/Forming%20a%20More%20Perfect%20Union.pdf?id=10705 Interactive Notebook Newsela 3/10 - The Bill of Rights Interactive Notebook Newsela iCivics - Do I Have a Right game
8	6.1.8.Civics.PI.3.d	Governments have different structures which impact development (expansion) and civic participation	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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp https://www.government-and-constitution.org/ 3/8 - Creating the Constitution iCivics - Balance of Power and Race to Ratify games Interactive Notebook Newsela 3/9 - The Constitution:A More Perfect Union A More Perfect Union Electronic Field Trip https://www.troup.org/userfiles/929/My%20Files/Social%20Studies/8SS/revolutionary_period/articles_confederation/Forming%20a%20More%20Perfect%20Union.pdf?id=10705 Interactive Notebook

				Newsela
8	6.1.8.Civics.PD.3.a	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	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and the Bill of Rights	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp https://www.government-and-constitution.org/ 3/8 - Creating the Constitution Interactive Notebook Newsela 3/9 - The Constitution:A More Perfect Union A More Perfect Union Electronic Field Trip https://www.troup.org/userfiles/929/My%20Files/Social%20Studies/8SS/revolutionary_period/articles_confederation/Forming%20a%20More%20Perfect%20Union.pdf?id=10705 Interactive Notebook Newsela 3/10 - The Bill of Rights Interactive Notebook Newsela iCivics - Do I Have a Right game
8	6.1.8.Civics.DP.3.a	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	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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/6 - The Declaration of Independence https://www.youtube.com/watch?v=ETroXvRFoKY Interactive Notebook Newsela 2/7 - The American Revolution Interactive Notebook Newsela
8	6.1.8.CivicsHR.3.a	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights	Explain how and why constitutional civil liberties were impacted by acts of government during the Early Repulic (i.e., Alien and Sedition Act)	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 4/11 - Political Developments in the Early Republic Interactive Notebook Newsela 4/12 - Foreign Affairs in the Young Nation Interactive Notebook Newsela Edpuzzle

8	6.1.8.CivicsHR.3.b	Social and political systems have protected and denied human rights (to varying degrees) throughout time	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp https://www.government-and-constitution.org/ 2/6 - The Declaration of Independence https://www.youtube.com/watch?v=ETroXvRFoKY Interactive Notebook Newsela
8	6.1.8.Civics.HR.3.c	Social and political systems have protected and denied human rights (to varying degrees) throughout time	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp https://www.government-and-constitution.org/ 3/8 - Creating the Constitution Interactive Notebook Newsela 3/9 - The Constitution:A More Perfect Union A More Perfect Union Electronic Field Trip https://www.troup.org/userfiles/929/My%20Files/Social%20Studies/8SS/revolutionary_period/articles_confederation/Forming%20a%20More%20Perfect%20Union.pdf?id=10705 Interactive Notebook Newsela
8	6.1.8.GeoSV.3.a	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface	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.	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/7 - The American Revolution https://www.battlefields.org/learn/maps/revolutionary-war-animated-map Interactive Notebook Newsela
8	6.1.8.EconET.3.a	Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 3/8 - Creating the Constitution Interactive Notebook Newsela Edpuzzle
8	6.1.8.HistoryCC.3.a	Chronological sequencing helps us understand the interrelationship of	Explain how the consequences of the Seven Years War, changes in British	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/5 - Toward Independence

		historical events	policies toward American colonies, and responses by various groups and individuals in North American colonies led to the American Revolution	Interactive Notebook Newsela 2/6 - The Declaration of Independence https://www.youtube.com/watch?v=ETroXvRFoKY Interactive Notebook Newsela
8	6.1.8.HistoryCC.3.b	Chronological sequencing helps us understand the interrelationship of historical events	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 3/9 - The Constitution:A More Perfect Union https://www.troup.org/userfiles/929/My%20Files/Social%20Studies/8SS/revolutionary_period/articles_confederation/Forming%20a%20More%20Perfect%20Union.pdf?id=10705 4/11 - Political Developments in the Early Republic Edpuzzle Interactive Notebook Newsela 4/14 - Andrew Jackson and the Growth of American Democracy Interactive Notebook Newsela
8	6.1.8.HistoryCC.3.c	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/5 - Toward Independence Interactive Notebook Newsela 3/8 - Creating the Constitution Interactive Notebook Newsela 4/11 - Political Developments in the Early Republic Interactive Notebook Newsela 5/15 - Manifest Destiny and the Growing Nation Interactive Notebook Newsela
8	6.1.8.HistoryCC.3.d	Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over	Compare and contrast the Articles of Confederation and the United States Constitution in terms of	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 3/8 - Creating the Constitution Interactive Notebook

		time	the decision-making powers of national government	Newsela iCivics - Just Right Government 3/9 - The Constitution:A More Perfect Union Interactive Notebook Newsela https://www.troup.org/userfiles/929/My%20Files/Social%20Studies/8SS/revolutionary_period/articles_confederation/Forming%20a%20More%20Perfect%20Union.pdf?id=10705
8	6.1.8.HistoryUP.3.a	Historical contexts and events shaped and continue to shape people's perspectives	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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/6 - The Declaration of Independence https://www.youtube.com/watch?v=ETroXvRFoKY Interactive Notebook Newsela 2/7 - The American Revolution Interactive Notebook Newsela 4/11 - Political Developments in the Early Republic Interactive Notebook Newsela
8	6.1.8.HistoryUP.3.b	Historical contexts and events shaped and continue to shape people's perspectives	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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/7 - The American Revolution Interactive Notebook Newsela
8	6.1.8.HistoryUP.3.c	Historical contexts and events shaped people's perspectives	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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/7 - The American Revolution Interactive Notebook Newsela

8	6.1.8.HistorySE.3.a	Examining historical sources may answer questions but may also lead to more questions	Analyze how the leadership of George Washington during the American Revolution and as president allowed the establishment of American democracy	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/5 - Toward Independence Interactive Notebook Newsela 2/6 - The Declaration of Independence https://www.youtube.com/watch?v=ETroXvRFoKY Interactive Notebook Newsela 2/7- The American Revolution Interactive Notebook Newsela Edpuzzle 3/8 - Creating the Constitution Interactive Notebook Newsela 4/11 - Political Developments in the Early Republic Interactive Notebook Newsela 4/12 - Foreign Affairs in the Young Nation Interactive Notebook Newsela
8	6.1.8.HistorySE.3.b	Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments	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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 2/5 - Toward Independence Interactive Notebook Newsela 2/6 - The Declaration of Independence https://www.youtube.com/watch?v=ETroXvRFoKY Interactive Notebook Newsela 2/7- The American Revolution Interactive Notebook Newsela Edpuzzle

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Interactive Notebook Workbooks/worksheets Class discussion Notebook checks	Unit tests	TCI text (unit/lesson) Newsela Quizlet Edpuzzle Quizlet

Lesson Quizzes		IXL iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
IXL Quizlet on-line text resources Newsela edpuzzle Google Earth iCivics games	DBQ/constructed response questions: ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. CRP1. Act as a responsible and contributing citizen and employee.

Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	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.

Standard: 6.1.8	**Content Topic:** Era 4: Expansion and Reform (1801-1861)

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
8	6.1.8.CivicsDP.4.a	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	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 4/14 - Andrew Jackson and the Growth of American Democracy Interactive Notebook Newsela Edpuzzle
8	6.1.8.CivicsHR.4.a	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic and cultural rights	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 6/18- An Era of Reform Declaration of Sentiments https://nj.pbslearningmedia.org/resource/declaration-sentiments-close-reading-lesson-plan/ken-burns-not-for-ourselves-alone/ Interactive Notebook Newsela 6/20 - African Americans in the Mid-1800s Google Earth - The Underground Railroad https://earth.google.com/web/@36.5144246,-82.57058115,364.17312594a,2492012.48262204d,30y,0h,0t,0r/data

				=CjASLhIgZDRkM2FlYTMwMWZhMTFlOGI2N2U2NzVhYmNlMWE3ODMiCmdjc19saXN0XzA Interactive Notebook Newsela 7/21 - A Dividing Nation Interactive Notebook Newsela iCivics - Slavery: No Freedom, No Rights
8	6.1.8.GeoSV.4.a	Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 4/14 - Andrew Jackson and the Growth of American Democracy PBS - Trail of Tears https://nj.pbslearningmedia.org/resource/midlit11.soc.splcher/trail-of-tears-the-cherokee-fight-against-removal Interactive Notebook Newsela 5/15- Manifest Destiny and the Growing Nation Interactive Notebook Newsela Google Earth - Lewis and Clark https://earth.google.com/web/@43.61414605,-107.10269614,2402.09485009a,3203596.78d,35y,0h,45.009t,0r/data=CjsSORIgMGZlYjg5N2RiMTEwMTFlNjlmZWYzOTljMWQzYTJlZWYiFXBic19sZXdpc2NsYXJrX3NwbGFzaA Lewis and Clark Expedition https://nj.pbslearningmedia.org/resource/f5705ebc-dc5f-4407-9ec5-0ecb837c5ff2/interactive-lewis-and-clark-trail/?student=true
8	6.1.8.EconET.4.a	Economic decision making involves setting goals and identifying the resources available to achieve those goals	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	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 4/14 - Andrew Jackson and the Growth of American Democracy PBS - Trail of Tears https://nj.pbslearningmedia.org/resource/midlit11.soc.splcher/trail-of-tears-the-cherokee-fight-against-removal Interactive Notebook

				Newsela 5/15- Manifest Destiny and the Growing Nation Interactive Notebook Newsela Google Earth - Lewis and Clark https://earth.google.com/web/@43.61414605,-107.10269614,2402.094885009a,3203596.78d,35y,0h,45.009t,0r/data=CjsSORIgMGZlYjg5N2RiMTEwMTFlNjlmZWYzOTljMWQzYTJlZWYiFXBic19sZXdpc2NsYXJrX3NwbGFzaA Lewis and Clark Expedition https://nj.pbslearningmedia.org/resource/f5705ebc-dc5f-4407-9ec5-0ecb837c5ff2/interactive-lewis-and-clark-trail/?student=true
8	6.1.8.EconET.4.b	Economic decision making involves setting goals and identifying the resources available to achieve those goals	Assess the impact of the Louisiana Purchase and western exploration of the expansion and economic development of the United States	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 5/15- Manifest Destiny and the Growing Nation Interactive Notebook Newsela Google Earth - Lewis and Clark https://earth.google.com/web/@43.61414605,-107.10269614,2402.094885009a,3203596.78d,35y,0h,45.009t,0r/data=CjsSORIgMGZlYjg5N2RiMTEwMTFlNjlmZWYzOTljMWQzYTJlZWYiFXBic19sZXdpc2NsYXJrX3NwbGFzaA Lewis and Clark Expedition https://nj.pbslearningmedia.org/resource/f5705ebc-dc5f-4407-9ec5-0ecb837c5ff2/interactive-lewis-and-clark-trail/?student=true
8	6.1.8.EconNE.4.a	A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 4/13 A Growing Sense of Nationhood Interactive Notebook Newsela Edpuzzle 6/19 - The Worlds of North and South Interactive Notebook Newsela
8	6.1.8.EconNE.4.b	A national economy includes studying the	Analyze how technological	Quizlet IXL https://www.ducksters.com/history/

		changes in the amounts and qualities of human capital, physical capital, and natural resources	innovations affected the status and social class of different groups of people and explain the outcomes that resulted.	https://www.ushistory.org/us/index.asp 6/19 - The Worlds of North and South Interactive Notebook Newsela 6/20 - African Americans in the Mid-1800s Interactive Notebook Newsela
8	6.1.8.HistoryCC.4.a	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 4/11 - Political Developments in the Early Republic Interactive Notebook Newsela 4/12 - Foreign Affairs in the Young Nation Interactive Notebook Newsela 4/13 - A Growing Sense of Nationhood Interactive Notebook Newsela 5/15 - Manifest Destiny and the Growing Nation Interactive Notebook Newsela
8	6.1.8.HistoryCC.4.b	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 6/20 - African Americans in the Mid-1800s Google Earth - The Underground Railroad https://earth.google.com/web/@36.5144246,-82.57058115,364.17312594a,2492012.48262204d,30y,0h,0t,0r/data=CjASLhIgZDRkM2FlYTMwMWZhMTFlOGI2N2U2NzVhYmNlMWE3ODMiCmdjc19saXN0XzA Interactive Notebook Newsela
8	6.1.8.HistoryCC.4.c	Historical events and developments are shaped by social, political, cultural,	Analyze how the concept of Manifest Destiny influenced the acquisition of land	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp

		technological and economic factors	through annexation, diplomacy, and war	5/15- Manifest Destiny and the Growing Nation Interactive Notebook Newsela
8	6.1.8.HistoryCC.4.d	Historical events and developments are shaped by social, political, cultural, technological and economic factors	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 5/16 - Life in the West Interactive Notebook Newsela 6/19 - The Worlds of North and South Interactive Notebook Newsela

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Interactive Notebook Workbooks/worksheets Class discussion Notebook checks Lesson Quizzes	Unit tests	TCI text (unit/lesson) Newsela Quizlet Edpuzzle Quizlet IXL iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
IXL Quizlet on-line text resources Newsela edpuzzle Google Earth iCivics games	DBQ/constructed response questions: ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of

-study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Manipulatives -Graphic organizers	differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.1.8	**Content Topic:** Era 5: Civil War and Reconstruction (1850-1877)

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
8	6.1.8.HistoryCC.5.a	Historical events may have single, multiple, direct and indirect causes and effects	Prioritize the causes and events that led to the Civil War from different perspectives	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/21 - A Dividing Nation Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school
8	6.1.8.HistoryCC.5.b	Historical events may have single, multiple, direct and indirect causes and effects	Analyze critical events and battles of the Civil War from different perspectives	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/22 - The Civil War C-Span Civil War Battles Chocie Board https://www.c-span.org/classroom/document/?16992 Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school
8	6.1.8.HistoryCC.5.c	Historical events may have single, multiple, direct and indirect causes and effects	Assess the human and material costs of the Civil War in the North and South	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/22 - The Civil War Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school iCivics - Civil War & Reconstruction
8	6.1.8.HistoryUP.5.a	Historical contexts and events shaped and continue to shape people's perspectives	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp

			United States Constitution from multiple perspectives	7/23 - The Reconstruction Era Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school iCivics - Civil War & Reconstruction History with Mr E - The Reconstruction Amendments
8	6.1.8.HistoryUP.5.b	Historical contexts and events shaped and continue to shape people's perspectives	Examine the roles of women, African Americans, and Native Americans in the Civil War	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/22 - The Civil War Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school
8	6.1.8.HistoryUP.5.c	Historical contexts and events shaped and continue to shape people's perspectives	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/22 - The Civil War Interactive Notebook Newsela Readworks https://www.battlefields.org/learn/videos/lincolns-gettysburg-address https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school iCivics - Civil War & Reconstruction
8	6.1.8.HistoryCC.5.d	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	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)	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/22 - The Civil War Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school
8	6.1.8.History.CC.5.e	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Compare and contrast the approaches of Congress and President Lincoln and Johnson toward the reconstruction of the	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/23 - The Reconstruction Era

			South	Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school iCivics - Civil War & Reconstruction
8	6.1.8.History.CC.5.f	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Analyze the economic impact of Reconstruction on the South from different perspectives	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/23 - The Reconstruction Era Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school iCivics - Civil War & Reconstruction
8	6.1.8.History.CC.5.g	Historical events and developments are shaped by social, political, cultural, technological, and economic factors	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives	Quizlet IXL https://www.ducksters.com/history/ https://www.ushistory.org/us/index.asp 7/21 - A Dividing Nation Interactive Notebook Newsela https://www.battlefields.org/learn/educators/curriculum/civil-war-curriculum-lesson-plans-middle-school

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Interactive Notebook Workbooks/worksheets Class discussion Notebook checks Lesson Quizzes	Unit tests	TCI text (unit/lesson) Newsela Quizlet Edpuzzle Quizlet IXL iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)

IXL Quizlet on-line text resources Newsela edpuzzle Google Earth iCivics games	DBQ/constructed response questions: ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8.CivicsPI.1	**Content Topic:** Civics, Government and Human Rights: Civic and Political Institutions

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6-8	6.3.8.CivicsPI.1	Political and civil institutions impact all aspects of people's lives	Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve	Mock Election iCivics
6-8	6.3.8.CivicsPI.2	Governments have different structures which impact development (expansion) and civic participation	Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship)	Mock Election iCivics
6-8	6.3.8.CivicsPI.3	Governments have different structures which impact development (expansion) and civic participation	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	Mock Election iCivics
6-8	6.3.8.CivicsPI.4	Governments have different structures which impact development (expansion) and civic participation	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	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at

		each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES:	Career Ready Practices describe the career-ready skills that all educators in all content

Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Participation and Deliberation

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6-8	6.3.8.CivicsPD.1	Civic participation and deliberation are the responsibility of every member of society	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion	Mock Election iCivics
6-8	6.3.8.CivicsPD.2	Civic participation and deliberation are the responsibility of every member of society	Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level	Mock Election iCivics
6-8	6.3.8.CivicsPD.3	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	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 actions on public issues	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)

iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

August 2026

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Democratic Principles

Grade	Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6-8	6.3.8.CivicsDP.1	The principles of the United States government are based on political philosophies, ideas, and experiences of earlier governments.	Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic.	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Processes, Rules and Law

Grade	Strand	Disciplinary Core	Performance	Practices / Skills &

		Ideas / Essential Statement / Objective	Expectation	Lesson
6-8	6.3.8.CivicsPRL.1	In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	Processes and rules are how groups of people make decisions, govern themselves, and address public problems. This includes problems at all scales, from a classroom to local, state, and national public policy to the agreements among nations. Additionally, this includes studying how various rules, processes, laws, and policies work, which requires an understanding of political systems and defining and addressing public	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

	ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8	**Content Topic:** Civics, Government, and Human Rights: Human and Civil Rights

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.8.CivicsHR.1	Fundamental rights are derived from the inherent worth of each individual and include civil, political, social and economic, and cultural rights	Construct an argument as to the source of human rights and how they are best protected	Mock Election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Mock Election	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm

-Manipulatives -Graphic organizers		It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
<u>THEMES:</u> Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy <u>SKILLS:</u> Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Standard: 6.3.8	**Content Topic:** Economics, Innovation and Technology, Economic Ways of Thinking

Strand	Disciplinary Core Ideas / Essential Statement / Objective	Performance Expectation	Practices / Skills & Lesson
6.3.8.EconET.1	Economic decisions involves setting goals, weighting costs and benefits, and identifying the resources available to achieve those goals	Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation)	Mock Election iCivics
6.3.8.EconET.2	Economic decisions involves setting goals, weighting costs and benefits, and identifying the resources available to achieve those goals	Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes)	Mock election iCivics

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
DBQ/constructed response questions Workbooks/worksheets Class discussion	Moc	Newsela Quizlet Edpuzzle iCivics https://www.whitehouse.gov/about-the-white-house/our-government/the-constitution/ https://www.government-and-constitution.org/ https://www.ushistory.org/us/index.asp https://www.gilderlehrman.org/collection https://www.battlefields.org/ https://edsitement.neh.gov/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
iCivics	ELA - RI.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. ELA - RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

21st Century Education	Career Education
THEMES: Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy SKILLS: Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration Information Literacy Media Literacy ICT Literacy Life and Career Skills	Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study. 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.

Content Topic: Amistad

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
The history of the African slave trade, slavery in America, the	Civil War and Reconstruction

depth of their impact in our society, and the triumphs of African-Americans and their significant contributions to the development of this country is the proper concern of all people	Slavery and the Causes of the Civil War Black Participants in the Civil War 54th Massachusetts Volunteers John Brown and The Assault on Harpers Ferry Emancipation Proclamation From Slave to Sharecropper Free Blacks during the Civil War

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Comprehension Graphic Organizer Readworks Assessment	Pre and post test	https://www.battlefields.org/learn/primary-sources/declaration-causes-seceding-states https://www.nps.gov/people/robert-smalls.htm https://drive.google.com/open?id=1jz0mSf96pWyxK8OUwIT0SwYtTWObvywt http://www.filmeducation.org/pdf/film/Glory.pdf http://www.pbs.org/wgbh/aia/part4/4p2941.html http://www.pbs.org/wgbh/aia/part4/4h1549.html http://www.pbs.org/wgbh/aia/part4/4h1549.html http://www.njamistadcurriculum.net/history/unit/civil-war-reconstruction/content/3566/5783 https://davisdiaries.villanova.edu/about/ http://www.dbqproject.com/

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
http://www.twpunionschools.org/documents/Curricula/K-12%20Amistad%20Curriculum%20Resources.pdf	ELA Art

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
-publisher text available on audio CD or read by teacher / peer group -Copy of Cornell notes / study guides -modified quizzes and tests -study guide for chapter test -Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	-Pre-teach -Non-linguistic cues -Sentence frames -Visual aids -Manipulatives -Graphic organizers	Use of educational websites http://www.adifferentplace.org/index.html This site has a variety of differentiated activities across content areas. It is full of resources and also has a section for parents and kids. http://www.internet4classrooms.com/grade_level_help.htm It has interactive websites grouped by grade level (K-8) and content area. http://www.kidport.com/default.htm Another interactive site for students K-8 across content areas http://www.odysseyofthemind.com/ The Odyssey of the Mind site offers many ideas to foster creative thinking in your classroom.

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Content Topic: Holocaust

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
People are different, and those differences make us special	https://www.nj.gov/education/holocaust/curricul

Students should be able to: 1. Demonstrate an understanding of the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc. 2. Demonstrate an understanding that each one of us is unique and special. 3. Compare and contrast self to others. 4. Demonstrate that s/he recognizes and can list differences in people. 5. Explain how each difference in people potentially enriches all people. 6. Demonstrate that s/he recognizes the things all of us share in common. 7. Demonstrate an understanding of the concepts of respect, trust, and caring. 8. Apply concepts of respect, trust, and caring to self and others. 9. Demonstrate an understanding of how words can hurts us or can make us feel good. 10. Demonstrate an understanding that your words and your behavior affect you and others. 11. Demonstrate an understanding of why we have rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhood. 12. Demonstrate an understanding that sometimes a rule is not a good rule and that there are ways that we can work together to change it. 13. Explain what a bully is and how a bully acts. 14. Explain what a friend is and how a friend acts.	umn/materials/docs/caring_makes_a_difference_K-4_%20curriculum_guide.pdf

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Comprehension Questions	Prior Knowledge Assessment Post Test	The Sugihara Story Holocaust Hero:A Tree for Sugihara. Story of the heroism and courage of Chiune Sugihara, Japanese diplomat who saved thousands of Jews. 30 Min. 6th grade and up • The Other Side of Faith. Important issues are discussed. For example, is it right to disobey an unjust law? What does a war hero look like? 27 min. 6th grade and up. Both videos available from Social Studies School Service • • The Visas That Saved Life. Tells the story of the heroism that Chiune Sugihara displayed while saving Jews from death. 115 min. color. http://www.jewishstore.com/cgi-bin/videosearch.exe? ISBN=156082144

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)

www.eduplace.com EdPuzzle Learn 360 Youtube Educational Videos TedEd	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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Content Topic: Diversity and Inclusion / LGBTQ

Disciplinary Core Ideas / Essential Statement / Objective	Practices / Skills & Lesson
(1) highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; (2) examine the impact that unconscious bias and economic disparities have at both an individual level and on society as a whole; and (3) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.	Newsela Articles: ● World Leaders: Hatshepsut ● The Egyptian Roots of Feminism ● The History of the Caste System THE HOLOCAUST AND GENOCIDE: New Jersey Commission on Holocaust Education TCI Text Newsela Articles ● How 700 years of Muslim rule in Spain came to an end ● The Crusades: Consequences and effects ● The Crusades: War in the Holy Land ● How racism was first officially started in 15th-century Spain

Formative, Summative and Alternative Assessments	Benchmark Assessments	Core Instructional and Supplemental Materials (including various texts at each grade level)
Reading Comprehension Graphic Organizer	Discussion on Differences What did you learn post quiz	Newsela Articles: ● World Leaders: Hatshepsut ● The Egyptian Roots of Feminism ● The History of the Caste System TCI Text Newsela Articles ● How 700 years of Muslim rule in Spain came to an end ● The Crusades: Consequences and effects ● The Crusades: War in the Holy Land

		• How racism was first officially started in 15th-century Spain

Technology	Crosscutting Concepts / Interdisciplinary Connections across grade levels and content areas (at least 1)
Newsela Articles: • World Leaders: Hatshepsut • The Egyptian Roots of Feminism • The History of the Caste System TCI Text Newsela Articles • How 700 years of Muslim rule in Spain came to an end • The Crusades: Consequences and effects • The Crusades: War in the Holy Land • How racism was first officially started in 15th-century Spain	ELA

Differentiation (IEPs / 504s)	Differentiation (ELL)	Differentiation (G &T)
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