

Mullica Township School District



Social Studies Curriculum Grade 8

Board Approved: 11/28/2018

Mullica Township Middle School

Grade 8 Social Studies Curriculum

Overview	Standards	Interdisciplinary Connections	Integration of Technology & Career Ready Practices
<p>Unit 1 “American Revolution”</p> <p>Time Frame: September - October</p>	<p>6.1.8.A.3.a 6.1.8.B.3.d 6.1.8.B.3.c 6.1.8.D.3.a 6.1.8.D.3.b 6.3.8.A.2 6.3.8.C.1</p> <p>Within this unit, highlight the accomplishments and contributions of African-Americans to the American Revolution. (Amistad mandate)</p>	<p>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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. 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.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings. 8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used. 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>

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<p>Unit 1 Resources</p>	<p>Textbook “The American Journey” Chapters 5 and 6 Students of History (TpT) Unit 3 Read Like a Historian, Unit 2 Crash Course, US History Lower-level resource: http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/timeline/amrev/britref/ Higher-level resource: https://www.youtube.com/watch?v=aJJaltUmrGo</p> <p>Amistad / African - American education resources: http://www.njamistadcurriculum.net/</p>
<p>Unit 1 Differentiation</p>	<p>SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p>ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p>AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p> <p>504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts</p> <p>GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments</p>
<p>Unit 1</p>	<p>Formative Assessment: • Primary Source review • Boston Massacre Newspaper Analysis • Colonial Paintings- analysis of • Declaration of</p>

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Assessments	Independence primary source • Boston Town Hall Debates (in character) Loyalists vs Patriots vs Neutralists • American Revolution Web-quest Summative: Patriot / Loyalist Narratives write in character supporting a side • Profile of a Patriot- research and create a biographical sketch of a patriot • Boston Tea Party Newspaper Project Alternative: creation and presentation of Google Slideshow or role-play Benchmark: Unit test
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<p>Unit 2 “The Constitution & The New Nation” Time Frame: Oct. - Dec.</p>	<p>6.1.8.A.3.d 6.1.8.D.3.g 6.1.8.A.3.b 6.1.8.A.3.c 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.g 6.3.8.A.1 6.3.8.D.1</p> <p>Within this unit, highlight the contributions of African-Americans in the building of the nation. (Amistad mandate)</p>	<p>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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. 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.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.</p>
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			<p>8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
<p>Unit 2 Resources</p>	<p>Textbook, “The American Journey” Chapter 7 Students of History (TpT), Unit 4 Read Like a Historian, Unit 2 Crash Course US History Leveled articles available at: newsela.com and readworks.org</p> <p>Resources for Amistad / African-American education http://www.njamistadcurriculum.net/</p>		
<p>Unit 2 Differentiation</p>	<p>SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p>ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p>AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p> <p>504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts</p> <p>GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that</p>		

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	encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments
Unit 2 Assessments	<p>Formative Assessment: Patrick Henry vs. Edmund Pendleton comparison and analysis activity, Analysis of the Alien and Sedition Acts and current US Immigration order • Create Tweets in which Adams / Jefferson / Trump communicate • Supreme Court Case Poster • Primary Source Analysis- US Constitution, US Bill of Rights</p> <p>Summative: Articles of Confederation vs Constitution RST, 3 Branches of Government Brochure, Chapter Test- essay, short answer questions</p> <p>Alternative: Multimedia presentation of brochure, Google Slideshow presentation</p> <p>Benchmark: Unit test</p>

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<p>Unit 3 “Early Republic” Time Frame: Jan</p>	<p>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 6.3.8.D.1</p> <p>Within this unit, the Trail of Tears is covered. (Holocaust and Genocide Studies). Make connections between genocides throughout history. Teach the ideals of compassion, tolerance, and social justice.</p>	<p>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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,</p>	<p>CRP1 Act as a responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. 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.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.A.5 Describe how resources such as material, energy,</p>
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		<p>purposes, and audiences.</p> <p>Holocaust education</p>	<p>information, time, tools, people, and capital contribute to a technological product or system.</p> <p>8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.</p> <p>8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
<p>Unit 3 Resources</p>	<p>Textbook, “The American Journey” Chapters 8 and 9 Students of History (TpT) Unit 5 Read Like a Historian Unit 2 and 3 Crash Course US History Lower-level resource available @ https://nj.pbslearningmedia.org/resource/rttt12.soc.ush.westexp/westward-expansion17901850/#.Ww6qxFMvzBI Higher - level resource available @ https://www.youtube.com/watch?v=WXO2HsDca7M&disable_polymer=true</p>		
<p>Unit 3 Differentiation</p>	<p>SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p>ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p>AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p> <p>504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task;</p>		

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	<p>additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts</p> <p>GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments</p>
Unit Assessments	<p>Formative Assessment: Political Parties Debate- How did the original political parties relate to today's parties? • Lewis and Clark Web-quest • Guided questions for readings • Jackson Trial- Simulation of a trial of Andrew Jackson • Eyewitness Account of the Trail of Tears</p> <p>Summative: Native American/Lewis and Clark Encounter Project- Student presentations on specific topics related to the theme • Comparison of native vs euro practices</p> <p>Alternative: Reader's theater, role-play creation and presentation, choice board of activities</p> <p>Benchmark: Unit test</p>

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<p>Unit 4 "The Civil War"</p> <p>Time Frame: Feb. - April</p>	<p>6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.3.8.C.1</p>	<p>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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice</p>	<p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p>

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	<p>Within this unit, study the role of slavery as a contributing factor to The Civil War. Also, highlight the contributions of African-Americans to both sides of the war. Emphasize the ideals of compassion, tolerance, and social justice. (Amistad mandate, Holocaust and genocide studies)</p>	<p>and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>RI.8.6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>*Amistad education</p>	<p>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.</p> <p>8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.A.5 Describe how resources such as</p>
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			<p>material, energy, information, time, tools, people, and capital contribute to a technological product or system.</p> <p>8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.</p> <p>8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
Unit Resources	<p>Textbook “The American Journey” Chapters 15-16 http://interactivesites.weebly.com/civil-war.html Leveled articles available at readworks.org and NEWSELA</p> <p>Resources for Amistad / African American education http://www.njamistadcurriculum.net/</p>		
Unit Differentiation	<p>SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p>ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p>AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p>		

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	<p>504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts</p> <p>GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they’re learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments</p>
Unit 4 Assessments	<p>Formative Assessment: Vocabulary identification • Analysis of Primary Sources related to the Fugitive Slave Act (RST practice) • North v South Political Cartoons • Primary document analysis about the South and North’s Economic / Strategic / Military Readiness for War • Primary Sources-soldier stories • Primary Sources relating to Life at Home during the war • Writing assessments, posters development, presentation of primary source analysis • Guided Reading Questions • North v South Readiness Poster • Analyze the Emancipation Proclamation • Analyze the Gettysburg Address</p> <p>Summative: Fugitive Slave Act RST • Primary Source / Political Cartoons Quiz, Civil War Test- essay, map study, chart, multiple choice • Civil War Presentations (Google Slides / Oral Presentation) - students pick topic to research project</p> <p>Alternative: Creation of portfolio to include artwork and written pieces</p> <p>Benchmark: Unit test</p>

Overview	Standards	Interdisciplinary Connections	Integration of Technology & Career Ready Practices
<p>Unit 5 “Reconstruction”</p> <p>Time Frame: May</p>	<p>6.1.8.A.5.b 6.1.8.C.5.b 6.1.8.D.5.d</p> <p>In this unit, sharecropping and the Louisiana Black Codes are addressed (Amistad mandate). Also, the contributions of African-Americans to the reconstruction of the nation should be highlighted.</p>	<p>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.</p> <p>W.8.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>CRP1 Act as a responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP4 Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense</p>

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		<p>W.8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>W.8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>*Amistad education</p>	<p>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. 8.1.8.A.1 Demonstrate knowledge of a real-world problem using digital tools 8.1.8.A.5 Create a database query, sort and create a report and describe the process, and explain the report results 8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web). 8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries. 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem. 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. 8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system. 8.2.8.B.4 Research examples of how humans</p>
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			<p>can devise technologies to reduce the negative consequences of other technologies and present your findings.</p> <p>8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.</p> <p>9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.</p> <p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.</p>
<p>Unit 5 Resources</p>	<p>Textbook “The American Journey” chapter 17 https://www.brainpop.com/games/timezonexreconstruction/ https://www.history.com/topics/american-civil-war/reconstruction/videos Leveled articles available at readworks.org and NEWSELA Amistad / African-American education resources available at http://www.njamistadcurriculum.net/</p>		
<p>Unit 5 Differentiation</p>	<p>SPED: Pre-teach concepts/preload students with key information and content vocabulary words; provide summaries of lessons/modules/chapters; provide leveled readers/alternate texts tailored to student’s Lexile level/ability level; allow student to listen to audio recordings instead of reading text; use a highlighter/reading window to maintain student’s attention to key concepts/text while reading; provide illustrations for content vocabulary words and/or allow students to sketch illustrations for content vocabulary words; display visual aids to reinforce key concepts (e.g., anchor charts, posters, illustrations, graphs, models); scaffold instruction and reduce the complexity of classwork/homework assignments/tests; allow for movement and use multiple modalities while teaching; reduce workload of classwork/homework assignments/tests (e.g., the student may be required to complete two questions out of three questions on a page); allow oral responses/dictate responses to a scribe/audio recorder</p> <p>ELL: Translation device/dictionary; in class/pull out support with ESL teacher; Newsela/Readworks/Science A-Z level reading passages; additional time during intervention time; preferred seating; questions read aloud; extended time for completing tasks; graphic organizers; vocabulary support; mnemonic devices; songs/videos to reinforce concepts; pair verbal with visual</p> <p>AT-RISK: Additional time during intervention time; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task; demonstrate how to take notes and provide students with a partially completed outline for the student to fill in the blanks</p> <p>504: Work with fewer items per page or line and/or materials in a larger print size; record a lesson instead of taking notes; use of scribe or talk to text; be given an outline of a lesson; use a spelling dictionary or electronic spell-checker; work or take a test in a different setting, such as a quiet room with few distractions; sit where he/she learns best (for example, near the teacher); take frequent breaks, such as after completing a task;</p>		

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	<p>additional time during intervention time; extended time for completing tasks; use multimedia components (e.g., videos, text with audio, slideshows, graphics) to build background knowledge and reinforce key concepts</p> <p>GIFTED STUDENTS: Provide higher level texts; use thematic instruction to connect learning across the curriculum; brainstorm with gifted children on what types of projects they would like to explore to extend what they're learning in the classroom; create a room environment that encourages creativity and discovery through the use of interesting literature and reference materials; help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals; whenever possible provide choice and flexibility in assignments</p>
Unit 5 Assessments	<p>Formative Assessment: Research and Analysis Activity: of Lincoln / Johnson / Radical Republican Plans • Primary Source Analysis - Louisiana Black Codes, Thaddeus Stevens v Andrew Johnson and Sharecropping Contract</p> <p>Summative: Chapter Test on Reconstruction - narrative writing and primary source analysis, Reconstruction Webquest - research and presentation</p> <p>Alternative: debate, Google Slide presentation</p> <p>Benchmark: Unit test</p>