

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

<b>U.S. History 8</b> <b>Unit One: The New Nation</b>	<b>Recommended Duration: 3-4 Weeks</b>
<p><b>Unit Description:</b>                  In this unit, students will apply their knowledge and comprehension of the United States Constitution and the effects it had on establishing and implementing a new government. Students will also analyze the impact of George Washington as the first president and the policies he and Congress established in order to carry out the goals and principles of the Constitution. Furthermore, students will assess challenges faced by the new nation in regards to internal conflict, financial issues, territorial expansion, and foreign policy. Finally, students will study the establishment of political parties, how these parties first emerged, and connections between the original political parties and those of today.</p>	

Essential Questions	Enduring Understandings
<ol style="list-style-type: none"> <li>1. How does a new nation establish policy under a constitution?</li> <li>2. What is the role of a president?</li> <li>3. What is the purpose of political parties?</li> </ol>	<ol style="list-style-type: none"> <li>1. While creating laws and a framework for government is essential to the establishment of a nation, so too is the successful implementation of these laws.</li> <li>2. The powers of the president are kept in check and balanced by the other branches of government.</li> <li>3. Political parties represent the various opinions of the people within a nation and provide options for those people when it comes to how the government functions.</li> </ol>

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>  <b>Subject Area:</b> 6.1.8.A.3.d, 6.1.8.A.3.e, 6.1.8.A.3.f, 6.1.8.C.3.b, 6.1.8.C.3.c, 6.1.8.D.3.c, 6.1.8.D.3.g</p>	<ol style="list-style-type: none"> <li>1. Students will be able to critique the United States' foreign and domestic military policies of the 1790s.</li> <li>2. Students will be able to construct a logical argument for the development of opposing political parties.</li> </ol>	<ol style="list-style-type: none"> <li>1. Differentiate between the challenges faced by the United States during the 1790s.</li> <li>2. Critique Hamilton's plan to reduce the debt of the United States (Plan of the Assumption of State Debts).</li> </ol>

**Kingsway Regional School District**

**8<sup>th</sup> Grade Social Studies**

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Supportive (Secondary):</b> <b>Interdisciplinary:</b></p> <p><b>ELA:</b> LA.6-8.CCSS.ELA-Literacy.CCRA.R.1, LA.6-8. CCSS.ELA-Literacy.CCRA.W.1,</p> <p><b>Technology:</b> TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</p>		<ol style="list-style-type: none"><li>3. Compare the United States’ decision to assert its military power in the West, yet remain neutral in European wars.</li><li>4. Cite evidence for the development of opposing political parties at the end of Washington’s presidency.</li><li>5. Use primary sources to compare and contrast the Federalist and the Republicans.</li><li>6. Assess the peaceful transition of power from Washington to Adams.</li><li>7. Compare and contrast Washington and Adams as President of the United States.</li></ol>

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Benchmarks</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Venn diagram</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Socratic seminar</li> <li>-Debate</li> <li>-Benchmark</li> <li>-Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark</li> <li>-Writing based project</li> <li>-Oral presentation</li> </ul>

Possible Assessment Modifications/Accommodations
<ul style="list-style-type: none"> <li>-Modified tests</li> <li>-Word banks</li> <li>-Time-and-a-half</li> <li>-Splitting vocabulary</li> <li>-Reduced multiple choice</li> <li>-Small group setting</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<p>DQ2:</p> <ol style="list-style-type: none"> <li>1. Identifying critical information</li> <li>2. Organizing students to interact with new knowledge</li> <li>3. Previewing new content</li> <li>4. Chunking content into digestible bites</li> <li>5. Processing new information</li> <li>6. Elaborating on new information</li> <li>7. Recording and representing knowledge</li> </ol>

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

#### 8. Reflecting on learning

##### DQ3:

9. Reviewing content
10. Organizing students to practice and deepen knowledge
11. Using homework
12. Examining similarities and differences
13. Examining errors in reasoning
14. Practicing skills, strategies, and processes
15. Revising knowledge

##### DQ4:

16. Organizing students for cognitively complex tasks
17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
18. Providing resources and guidance

#### **Possible Instructional Modifications /Accommodations/Differentiation**

- Preferential Seating
- Extended Time
- Study Guides
- Modified Assessments
- Cueing strategies

#### **Unit Vocabulary**

**Essential:** precedent, cabinet, national debt, bond, unconstitutional, tariff, neutrality, impressment, partisan, implied powers, caucus, alien, sedition, nullify, states' rights

**Non-Essential:** speculator

Kingsway Regional School District

8<sup>th</sup> Grade Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
<p>Mathematics</p> <p>Science</p> <p>Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b></p> <p>Health/PE</p> <p>World Languages</p> <p>Social Studies</p> <p>Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b></p> <p>21<sup>st</sup> Century Life and Careers</p> <p>Library</p>	<p><b>Technology</b></p> <p>Laptop Cart</p> <p>iPad Cart</p> <p>Promethean boards</p> <p>PC</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, &amp; Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Creativity &amp; Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Life and Career Skills</p> <p><input checked="" type="checkbox"/> Information &amp; Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication &amp; Collaboration</p> <p><input checked="" type="checkbox"/> Information Literacy</p>

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Resources:

#### Texts/Materials:

- The American Journey: The Early Years pgs. 250 – 271
- **Primary Sources:**
  - President Washington's Inaugural Address
  - President Washington's Farewell Address
  -
- **Secondary Sources:**

#### Major Assignments (required):

- Comparing and Contrasting the Federalists and Democratic-Republicans
- Analysis of the Whiskey Rebellion
- Analysis of the establishment of political parties

#### Major Activities (required):

- Federalist/Democratic-Republican Debate
- Writing Assignments
  - Journals
  - Reflections
  - Primary Source Analysis
  - Secondary Source Analysis

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

<b>U.S. History 8</b> <b>Unit Two: The Jefferson Era</b>	<b>Recommended Duration: 3 – 4 weeks</b>
<b>Unit Description:</b> The students will study the Republican electoral victory of 1800 and analyze the differences between Federalist and Republican political ideology. Further, students will assess events such as the Louisiana Purchase, the Barbary War, the Embargo and Nonintercourse Acts, and the War of 1812 within this understanding of Republican political democracy and political economy. The unit will conclude with an in depth study of the impact of the War of 1812 on America’s national trajectory in the 19 <sup>th</sup> century.	

<b>Essential Questions</b>	<b>Enduring Understandings</b>
<ol style="list-style-type: none"><li>4. How does territorial expansion affect social, political, economic, and cultural aspects of the Early Republic?</li><li>5. How do series of events lead to an expected outcome?</li><li>6. How did the Constitution influence domestic and foreign policy in the early 19<sup>th</sup> century?</li><li>7. How do differing interpretations affect our study of historical events?</li></ol>	<ol style="list-style-type: none"><li>4. Spatial representations of nations and their proximity to other nations provide an understanding of international relationships.</li><li>5. The precarious position of the United States following the Revolutionary War required the nation to construct a new form of government.</li><li>6. There exist many interpretations of the Constitution.</li></ol>

<b>Relevant Standards</b>	<b>Learning Goals</b>	<b>Learning Objectives</b>
<b>Content Standards:</b> <b>Power (Primary):</b> <b>Subject Area:</b> 6.1.8.A.4.a, 6.1.8.B.4.a, 6.1.8.B.4.b	<ol style="list-style-type: none"><li>1. Students will be able to compare the concepts of power and governance under Jefferson with that of the presidencies of Washington and Adams.</li><li>2. Students will be able to assess the effect of the War of 1812 on the United States’ national identity.</li></ol>	<ol style="list-style-type: none"><li>1. Compare and contrast Jefferson’s approaches to governing (political, economic, military force) as opposed to Washington and Adams.</li><li>2. Analyze Jefferson’s decision to purchase the Louisiana Territory from France.</li><li>3. Hypothesize the challenges that would come with doubling the physical size of the United States.</li></ol>

**Kingsway Regional School District**

**8<sup>th</sup> Grade Social Studies**

<b>Relevant Standards</b>	<b>Learning Goals</b>	<b>Learning Objectives</b>
<p><b>Supportive (Secondary):</b> <b>Interdisciplinary:</b> <b>ELA:</b> LA.6-8.CCSS.ELA-Literacy.CCRA.R.1, LA.6-8. CCSS.ELA-Literacy.CCRA.W.1,</p> <p><b>Technology:</b> TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</p>		<ol style="list-style-type: none"><li>4. Construct a cause and effect involving impressment, Tecumseh’s confederacy, and the War Hawks in leading to the War of 1812.</li><li>5. Assess the major events of the War of 1812 (Detroit, Lake Erie, Thames, Washington, Baltimore, Plattsburgh, New Orleans) and how the outcome of the war influenced American nationalism.</li></ol>



## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Benchmarks</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Venn diagram</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Socratic seminar</li> <li>-Debate</li> <li>-Benchmark</li> <li>-Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark</li> <li>-Writing based project</li> <li>-Oral presentation</li> </ul>

Possible Assessment Modifications/Accommodations
<ul style="list-style-type: none"> <li>-Modified tests</li> <li>-Word banks</li> <li>-Time-and-a-half</li> <li>-Splitting vocabulary</li> <li>-Reduced multiple choice</li> <li>-Small group setting</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<p>DQ2:</p> <ol style="list-style-type: none"> <li>1. Identifying critical information</li> <li>2. Organizing students to interact with new knowledge</li> <li>3. Previewing new content</li> <li>4. Chunking content into digestible bites</li> <li>5. Processing new information</li> <li>6. Elaborating on new information</li> <li>7. Recording and representing knowledge</li> </ol>

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

#### 8. Reflecting on learning

##### DQ3:

9. Reviewing content
10. Organizing students to practice and deepen knowledge
11. Using homework
12. Examining similarities and differences
13. Examining errors in reasoning
14. Practicing skills, strategies, and processes
15. Revising knowledge

##### DQ4:

16. Organizing students for cognitively complex tasks
17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
18. Providing resources and guidance

#### Possible Instructional Modifications /Accommodations/Differentiation

- Preferential Seating
- Extended Time
- Study Guides
- Modified Assessments
- Cueing strategies

#### Unit Vocabulary

**Essential:** laissez-faire, customs duties, judicial review, Conestoga Wagon, secede, tribute, neutral rights, impressment, embargo, frigate, privateer

**Non-Essential:** War Hawks, nationalism

Kingsway Regional School District

8<sup>th</sup> Grade Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Mathematics  Science  Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b>  Health/PE  World Languages  Social Studies  Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b>  21 <sup>st</sup> Century Life and Careers  Library	Technology  <b>Laptop Cart</b> <b>iPad Cart</b> <b>Promethean boards</b> <b>PC</b>	<input type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Civic Literacy  <input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

#### Resources:

##### Texts/Materials:

- **The American Journey: The Early Years pgs. 274 – 299**
- **Primary Sources:**
  - Jefferson’s Inaugural Address
  - “The Haitian Revolution” by Thomas Jefferson
  - The Louisiana Purchase Treaty
  - “The Embargo of 1807” by Thomas Jefferson
  - “Survival Strategies” by Tenkwatawa
  - Constitution of the United States
  - “Dissent Against the War of 1812” by J.C. Jones
- **Secondary Sources:**
  - Phillip Hoose, *We Were There, Too!: Young People in U.S. History* (New York: Melanie Kroupa Books, 2001), 76 – 81.
  -

##### Major Assignments (required):

- **Comparing and contrasting Federalist political ideology with Republican political ideology**
- **Analysis of the impact of the War of 1812**

##### Major Activities (required):

- **Writing Assignments**
  - Journals
  - Reflections
  - Primary Source Analysis
  - Secondary Source Analysis

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### U.S. History 8

#### Unit Three: Sectionalism

**Recommended Duration: 2 weeks**

**Unit Description:** In this unit, students will study the first major geographic divisions in American history. They will understand how different regions of the United States functioned in different ways economically, socially, and politically and how these divisions led to great debates in Congress and laid the foundations for the divisions in the country prior to the Civil War.

#### Essential Questions

1. Why did sectional differences grow in the early 19<sup>th</sup> century in the United States?
2. What is the importance of sectional differences moving forward in American history?
3. What are the main differences between domestic and foreign policies?

#### Enduring Understandings

1. Sectional differences were a result of economic, social, and political differences in the North, South, and West.
2. The three regions begin down very different tracks (economic, social, political) in the 1820s.
3. The Monroe Doctrine became the cornerstone of American foreign policy in the 19<sup>th</sup> century.
4. Sectional differences in the 1820s will continue to expand during the 1830s, 40s, and 50s.

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>                      6.1.8.C.4.a, 6.1.8.A.4.a</p> <p><b>Supportive (Secondary):</b>                      LA.6-8.CCSS.ELA-Literacy.WHST.6-8.1                      LA.6-8.CCSS.ELA-Literacy.WHST.6-8.2</p>	<p>1. Students will be able to compare and contrast the development and needs of the northern, southern, and western regions of the United States.</p>	<p>1. Compare and contrast the Era of Good Feelings with the development of sectional differences.</p> <p>2. Analyze the impact of individual leaders (Calhoun, Webster, Clay) in the developments of the North, South, and West.</p> <p>3. Differentiate between American foreign policy before the Monroe Doctrine and after.</p>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
-Entrance tickets -Exit tickets -Benchmarks -Unit tests -Quizzes -Summary writing -Descriptive writing -Venn diagram -Graphic organizers -Discussion questions	-Quizzes -Unit tests -Summary writing -Discussion questions	-Station Activities -Primary source analysis -Secondary source analysis -Formal writing pieces -Socratic seminar -Debate -Benchmark -Unit test	-Benchmark -Chapter Test

Possible Assessment Modifications/Accommodations
-Modified tests -Word banks -Time-and-a-half

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

- Splitting vocabulary
- Reduced multiple choice
- Small group setting

#### Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

##### DQ2:

1. Identifying critical information
2. Organizing students to interact with new knowledge
3. Previewing new content
4. Chunking content into digestible bites
5. Processing new information
6. Elaborating on new information
7. Recording and representing knowledge
8. Reflecting on learning

##### DQ3:

9. Reviewing content
10. Organizing students to practice and deepen knowledge
11. Using homework
12. Examining similarities and differences
13. Examining errors in reasoning
14. Practicing skills, strategies, and processes
15. Revising knowledge

##### DQ4:

16. Organizing students for cognitively complex tasks
17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
18. Providing resources and guidance

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Possible Instructional Modifications /Accommodations/Differentiation

Preferential Seating  
 Extended Time  
 Study Guides  
 Modified Assessments  
 Cueing strategies

### Unit Vocabulary

**Essential:** sectionalism, American System, and state sovereignty,

**Non-Essential:** census, turnpike, canal, lock, Industrial Revolution, capitalism, free enterprise, technology, cotton gin, patent, factory system, and interchangeable parts, internal improvements, disarmament, demilitarize, and court martial

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Mathematics  Science  Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b>  Health/PE  World Languages  Social Studies  Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b>	Technology  <b>Laptop Cart</b> <b>iPad Cart</b> <b>Promethean boards</b> <b>PC</b>	<input type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy



# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
21 <sup>st</sup> Century Life and Careers  Library			

### Resources:

#### Texts/Materials:

- **The American Journey: The Early Years pgs. 320 – 327**
- **Primary Sources**
  - Clay’s “American System”
  - The Monroe Doctrine
  - Political Cartoons – the Monroe Doctrine

#### Major Assignments (required):

- **Analysis of Monroe Doctrine**
- **Organizer – Sectional Differences**

#### Major Activities (required):

- **Writing Assignments**
  - **Journals**
  - **Reflections**
  - **Primary Source Analysis**
  - **Secondary Source Analysis**

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### U.S. History 8

#### Unit Four: The Jackson Era

**Recommended Duration: 3-4 weeks**

**Unit Description:** This unit details the transition from Republican to Democrat control over the White House. The students will learn about the rise to power of Andrew Jackson and how his military background influenced his actions as President, including Indian relations and expanded democracy for white American men. The students will also learn about the relationship between the United States government and eastern Native American nations, i.e. Indian Removal and the Trail of Tears.

### Essential Questions

1. What is representative democracy?
2. How was democracy expanded under Jackson?
3. How did race and nationalism both play a role in American expansion?

### Enduring Understandings

1. Representative democracy necessarily signifies the will of the citizenry – though it has been conditional in the past.
2. Representative democracy is expanded in real ways during Jackson’s presidency to be built upon by other groups later.
3. The effects of the War of 1812 (nationalism) are seen in Americans’ desire to move west and move native peoples from their ancestral land.
4. Labels of race and “the Other” enable people of power to garner the support of the populous.

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>                      6.1.8.A.4.a, 6.1.8.A.4.c, 6.1.8.B.4.b,                      6.1.8.C.4.a</p> <p><b>Supportive (Secondary):</b>                      LA.6-8.CCSS.ELA-Literacy.WHST.6-8.1                      LA.6-8.CCSS.ELA-Literacy.WHST.6-8.2</p>	<ol style="list-style-type: none"> <li>1. Students will be able to critique the changes to government power and the American political system brought about by the Jacksonians.</li> <li>2. Students will be able to assess the change in relationship between Native Americans and the United States government.</li> </ol>	<ol style="list-style-type: none"> <li>1. Analyze the political processes in presidential elections (1824 election, Corrupt Bargain, 1828 election).</li> <li>2. Assess the political changes brought about by Jackson's Democratic-Republicans (suffrage, Spoils System, the power of the Presidency).</li> <li>3. Develop a logical argument for the reasons for and consequences of Native American removal.</li> <li>4. Differentiate between the need for a centralized national bank and the concept of states' rights (intra-state economics).</li> <li>5. Cite evidence for the overt defiance of southern states regarding the Tariff of 1828 and the government response (threat of military force).</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
-Entrance tickets -Exit tickets -Benchmarks -Unit tests -Quizzes -Summary writing	-Quizzes -Unit tests -Summary writing -Discussion questions	-Station Activities -Primary source analysis -Secondary source analysis -Formal writing pieces -Socratic seminar -Debate	-Benchmark -Chapter Test

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
-Descriptive writing -Venn diagram -Graphic organizers -Discussion questions		-Benchmark -Unit test	

### Possible Assessment Modifications/Accommodations

- Modified tests
- Word banks
- Time-and-a-half
- Splitting vocabulary
- Reduced multiple choice
- Small group setting

### Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

DQ2:

1. Identifying critical information
2. Organizing students to interact with new knowledge
3. Previewing new content
4. Chunking content into digestible bites
5. Processing new information
6. Elaborating on new information
7. Recording and representing knowledge
8. Reflecting on learning

DQ3:

9. Reviewing content
10. Organizing students to practice and deepen knowledge
11. Using homework

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

12. Examining similarities and differences
13. Examining errors in reasoning
14. Practicing skills, strategies, and processes
15. Revising knowledge

DQ4:

16. Organizing students for cognitively complex tasks
17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
18. Providing resources and guidance

### Possible Instructional Modifications /Accommodations/Differentiation

Preferential Seating  
Extended Time  
Study Guides  
Modified Assessments  
Cueing strategies

### Unit Vocabulary

**Essential:** majority, plurality, landslide, caucus, nominating convention, tariff, nullify, secede, relocate, guerilla tactics, veto, depression, and laissez-faire

**Non-Essential:** electoral college, electoral vote, resistance, favorite son, mudslinging, landslide, suffrage, bureaucracy, log cabin campaign

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Mathematics	Technology	____ Global Awareness	____ Creativity & Innovation

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Science  Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b>  Health/PE  World Languages  Social Studies  Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b>  21 <sup>st</sup> Century Life and Careers  Library	<b>Laptop Cart</b> <b>iPad Cart</b> <b>Promethean boards</b> <b>PC</b>	<input checked="" type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Resources:

#### Texts/Materials:

- **The American Journey: The Early Years pgs. 334 – 353**
- **Primary Sources**
  - American Leaders' Quotes on Indian Removal
  - Letter from Black Hawk
  - Political Cartoons – Jackson and the Bank
  - John C. Calhoun on Nullification
  - President Jackson on Nullification

#### Major Assignments (required):

- Analysis of Indian Removal
- Socratic Seminar – the Jackson Period

#### Major Activities (required):

- **Writing Assignments**
  - Journals
  - Reflections
  - Primary Source Analysis
  - Secondary Source Analysis

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### U.S. History 8

#### Unit Five: Manifest Destiny

**Recommended Duration: 4 weeks**

**Unit Description:** The students will learn about the political and social aspects of American westward expansion. The unit will cover the various reasons for westward expansion: the expansion of Christianity, slavery, agriculture, acquisition of natural resources, and naval defense as well as the various methods by which the United States expanded: emigration, joint occupation, treaty, war, and gold. One major war (Mexican War) and one minor war (Texan War) will be discussed as well as the California Gold Rush of 1849 and its subsequent statehood a year later.

### Essential Questions

1. How did the idea of Manifest Destiny contribute to growth of the United States?
2. What problems arose between the Mexican government and the American settlers in Texas?
3. Why did Americans begin to settle in the Southwest?
4. How did the United States come to acquire the New Mexico Territory, Texas, and California?
5. Why were California and Utah settled?

### Enduring Understandings

1. The theory of Manifest Destiny tied together the nationalism from the post-War of 1812 years with the predominance of Christianity in the United States to suggest and encourage Americans to travel and settle west.
2. Social, political, and religious disputes between Texans and Mexicans led to the Texan War of Independence which was followed shortly thereafter by the annexation of Texas by the United States.
3. Economic opportunities that were lacking in the East (Panic of 1837) seemed readily available in the Southwest leading thousands of Americans to settle there.
4. The Mexican War provided the United States the opportunity to conquer and then acquire through treaty all of the New Mexico Territory, western Texas, and California.
5. California's settlement owed to the Gold Rush and the subsequent economy established as a result, while Utah was settled for religious reasons.



# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b> 6.1.8.A.4.a, 6.1.8.A.4.b, 6.1.8.B.4.a, 6.1.8.B.4.b, 6.1.8.C.4.b</p> <p><b>Supportive (Secondary):</b>  <b>ELA:</b></p> <p>LA.6-8.CCSS.ELA-Literacy.WHST.6-8.1</p> <p>LA.6-8.CCSS.ELA-Literacy.WHST.6-8.2</p>	<ol style="list-style-type: none"> <li>1. Students will be able to analyze the concept of Manifest Destiny and how it influenced westward expansion.</li> <li>2. Students will be able to hypothesize the reasons for the United States' involvement in the Texan War and the Mexican War.</li> </ol>	<ol style="list-style-type: none"> <li>1. Utilize primary sources to construct an understanding of the concept of and support for Manifest Destiny.</li> <li>2. Investigate primary sources to examine the conflict between American settlers in Texas and the Mexican government.</li> <li>3. Cite evidence for the aggressive nature of the declaration of war on Mexico.</li> <li>4. Assess the military nature of the Texan and Mexican Wars (Alamo, San Jacinto, Monterrey, San Francisco, and Mexico City)</li> <li>5. Recognize the service of junior officers in the Mexican War (will be the commanders in the Civil War).</li> <li>6. Evaluate how the promise of a better life (riches or religious freedom) in California or Utah influenced settlement in these areas.</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
-Entrance tickets	-Quizzes	-Station Activities	-Benchmark

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Exit tickets</li> <li>-Benchmarks</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Venn diagram</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Socratic seminar</li> <li>-Debate</li> <li>-Benchmark</li> <li>-Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Chapter Test</li> </ul>

Possible Assessment Modifications/Accommodations
<ul style="list-style-type: none"> <li>-Modified tests</li> <li>-Word banks</li> <li>-Time-and-a-half</li> <li>-Splitting vocabulary</li> <li>-Reduced multiple choice</li> <li>-Small group setting</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<p>DQ2:</p> <ul style="list-style-type: none"> <li>6. Identifying critical information</li> <li>7. Organizing students to interact with new knowledge</li> <li>8. Previewing new content</li> <li>9. Chunking content into digestible bites</li> <li>10. Processing new information</li> <li>11. Elaborating on new information</li> <li>12. Recording and representing knowledge</li> <li>13. Reflecting on learning</li> </ul>

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

DQ3:

14. Reviewing content
15. Organizing students to practice and deepen knowledge
16. Using homework
17. Examining similarities and differences
18. Examining errors in reasoning
19. Practicing skills, strategies, and processes
20. Revising knowledge

DQ4:

21. Organizing students for cognitively complex tasks
22. Engaging students in cognitively complex tasks involving hypothesis generation and testing
23. Providing resources and guidance

#### Possible Instructional Modifications /Accommodations/Differentiation

Preferential Seating  
Extended Time  
Study Guides  
Modified Assessments  
Cueing strategies

#### Unit Vocabulary

**Essential:** joint occupation, mountain man, rendezvous, emigrant, Manifest Destiny, prairie schooner, Tejano, Empresario, decree, annex, rancho, rancho, Californios, and cede,

**Non-Essential:** Conestoga wagon, treaty, price gouging, Mormon, Forty-Niners, boomtown, vigilante

Kingsway Regional School District

8<sup>th</sup> Grade Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Mathematics  Science  Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b>  Health/PE  World Languages  Social Studies  Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b>  21 <sup>st</sup> Century Life and Careers  Library	Technology  <b>Laptop Cart</b> <b>iPad Cart</b> <b>Promethean boards</b> <b>PC</b>	<input type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

#### Resources:

##### Texts/Materials:

- **The American Journey: The Early Years pgs. 356 – 377**
- **Primary Sources**
  - “The Battle of the Alamo” by Antonio Lopez de Santa Anna
  - “The de La Pena Account” by Gen. de La Pena
  - “The Esparza Account” Enrique Esparza

##### Major Assignments (required):

- **Analysis of Mexican sources of the Battle of the Alamo**

##### Major Activities (required):

- **Writing Assignments**
  - **Journals**
  - **Reflections**
  - **Primary Source Analysis**
  - **Secondary Source Analysis**

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### U.S. History 8

#### Unit Six: The Antebellum Period

**Recommended Duration: 3-4 weeks**

**Unit Description:** This unit will begin the official study of the American Civil War. The students will learn the major economic, social, and cultural differences that drove a wedge between the northern and southern states in the twenty years prior to the Civil War. Furthermore, the students will learn about the various social reform movements of the 1840s and 1850s. The focus of this unit will be on the development of economic models in the North and the South as well as demographic differences. All will be discussed as eventual deciding factors during the Civil War.

### Essential Questions

1. Why were the 1840s and 1850s a prime period for social reform?
2. What were the contributing factors to the economic models of the North and the South?
3. How did the North and South differ socially, economically, politically, and culturally?
4. How were technological advancements adopted differently in the North and in the South?

### Enduring Understandings

1. When economic times are positive, there is a greater appetite for social reform.
2. Reform is more often a “bottom up” process, rather than “top down.”
3. By the 1850s, the North and South differed so greatly as to their culture, politics, societies, and economies as to be like two completely different nations.
4. Technological advancements were more readily used in the North, creating a far more diversified economy, while technological advancements used by the South simply perpetuated the slave system.

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b> <b>Power (Primary):</b> 6.1.8.C.4.b, 6.1.8.C.4.c, 6.1.8.D.4.a, 6.1.8.D.4.b</p> <p><b>Supportive (Secondary):</b>  LA.6-8.CCSS.ELA-Literacy.WHST.6-8.1  LA.6-8.CCSS.ELA-Literacy.WHST.6-8.2</p>	<ol style="list-style-type: none"><li>1. Students will be able to formulate an understanding of the antebellum North's economic and demographic makeup.</li><li>2. Students will be able to formulate an understanding of the antebellum South's economic and demographic makeup.</li><li>3. Students will be able to differentiate between various social reform movements of the Antebellum Period.</li></ol>	<ol style="list-style-type: none"><li>1. Analyze how technological advancements during the Industrial Revolution (factory system, machinery, railroad, telegraph) changed the northern economy.</li><li>2. Hypothesize why immigration trends would be greater in northern, urban centers, rather than in the southern states.</li><li>3. Develop a logical argument why the South stayed with the agrarian/slave economy while the North was industrializing.</li><li>4. Compare and contrast the North and South in terms of economy and demographics in the Antebellum Period.</li><li>5. Analyze how different social reform movements utilized common ideologies and individual reformers.</li></ol>

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Benchmarks</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Venn diagram</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Socratic seminar</li> <li>-Debate</li> <li>-Benchmark</li> <li>-Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark</li> <li>-Chapter Test</li> </ul>

Possible Assessment Modifications/Accommodations
<ul style="list-style-type: none"> <li>-Modified tests</li> <li>-Word banks</li> <li>-Time-and-a-half</li> <li>-Splitting vocabulary</li> <li>-Reduced multiple choice</li> <li>-Small group setting</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<p>DQ2:</p> <ul style="list-style-type: none"> <li>6. Identifying critical information</li> <li>7. Organizing students to interact with new knowledge</li> <li>8. Previewing new content</li> <li>9. Chunking content into digestible bites</li> <li>10. Processing new information</li> </ul>



## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

11. Elaborating on new information
12. Recording and representing knowledge
13. Reflecting on learning

DQ3:

14. Reviewing content
15. Organizing students to practice and deepen knowledge
16. Using homework
17. Examining similarities and differences
18. Examining errors in reasoning
19. Practicing skills, strategies, and processes
20. Revising knowledge

DQ4:

21. Organizing students for cognitively complex tasks
22. Engaging students in cognitively complex tasks involving hypothesis generation and testing
23. Providing resources and guidance

#### **Possible Instructional Modifications /Accommodations/Differentiation**

- Preferential Seating
- Extended Time
- Study Guides
- Modified Assessments
- Cueing strategies

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Unit Vocabulary

**Essential:** clipper ship, telegraph, Morse code, trade union, strike, prejudice, discrimination, famine, nativist, cotton gin, capital, yeoman, tenant farmer, overseer, spiritual, slave code, and literacy

**Non-Essential:** antebellum, slave, plantation, speculator, fixed cost, credit

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Mathematics  Science  Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b>  Health/PE  World Languages  Social Studies  Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b>  21 <sup>st</sup> Century Life and Careers  Library	Technology  <b>Laptop Cart</b> <b>iPad Cart</b> <b>Promethean boards</b> <b>PC</b>	<input type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Resources:

#### Texts/Materials:

- **The American Journey: The Early Years pgs. 386 – 413**
- **Primary Sources**
  - “The Irish Frankenstein”
  - “The Impact of Slavery Upon Slave Families” by Lewis Clarke
  - “Cotton Raised on a Louisiana Plantation” by Solomon Northup
  - “The Slave Narratives” by Federal Writers’ Project of the WPA
  - Various slave spirituals

#### Major Assignments (required):

- **Analysis of “The Slave Narratives” as read by contemporary African American actors**
- **Innovation/Technology research**

#### Major Activities (required):

- **Writing Assignments**
  - **Journals**
  - **Reflections**
  - **Primary Source Analysis**
  - **Secondary Source Analysis**

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### U.S. History 8

#### Unit Seven: The Causes of the Civil War

**Recommended Duration: 3-4 weeks**

**Unit Description:** The students will synthesize the main causes of the Civil War, focusing on the events of the 1850s. The students will also review concepts from the founding of the nation to the late 1850s to determine specific points in history where the war could have been avoided, had the United States made different decisions. By the end of the unit, students will understand the inevitability of the Civil War by 1860 and carry this understanding forward when assessing the carnage wrought by the war itself.

### Essential Questions

1. How did slavery become the chief cause of the Civil War?
2. What role did the expansion of the United States play in bringing about the Civil War?
3. What were the main differences between the North and the South at the onset of the Civil War?
4. What role did statewide and national elections play in the causes of the Civil War?

### Enduring Understandings

1. Slavery was the main issue that both divided the North (against) and the South (for) and altered the types of economies that both would have.
2. As the United States expanded, issues arose over whether new territories/states would be slave or free.
3. The North and the South more closely resembled completely different countries than they did one another, particularly in economics, culture, society, and population.
4. Elections such as the Lincoln-Douglas senatorial campaign in 1858 and the Lincoln-Douglas-Breckinridge presidential campaign in 1860 brought the slavery debate into the public sphere and caused politicians to take positions – abolitionist, anti-slavery, indifferent, or pro-slavery.

Kingsway Regional School District

8<sup>th</sup> Grade Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b> <b>Power (Primary):</b> 6.1.8.C.4.b, 6.1.8.C.4.c, 6.1.8.D.4.a, 6.1.8.D.4.b</p> <p><b>Supportive (Secondary):</b></p> <p>LA.6-8.CCSS.ELA-Literacy.WHST.6-8.1</p> <p>LA.6-8.CCSS.ELA-Literacy.WHST.6-8.2</p>	<p>1. Students will be able to develop a chronological understanding of the main events of the 1850s that drove the United States to civil war.</p>	<p>6. Analyze how technological advancements during the Industrial Revolution (factory system, machinery, railroad, telegraph) changed the northern economy.</p> <p>7. Hypothesize why immigration trends would be greater in northern, urban centers, rather than in the southern states.</p> <p>8. Develop a logical argument why the South stayed with the agrarian/slave economy while the North was industrializing.</p> <p>9. Compare and contrast the North and South in terms of economy and demographics in the Antebellum Period.</p> <p>10. Analyze how different social reform movements utilized common ideologies and individual reformers.</p>

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Benchmarks</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Venn diagram</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Socratic seminar</li> <li>-Debate</li> <li>-Benchmark</li> <li>-Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark</li> <li>-Chapter Test</li> </ul>

Possible Assessment Modifications/Accommodations
<ul style="list-style-type: none"> <li>-Modified tests</li> <li>-Word banks</li> <li>-Time-and-a-half</li> <li>-Splitting vocabulary</li> <li>-Reduced multiple choice</li> <li>-Small group setting</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<p>DQ2:</p> <ul style="list-style-type: none"> <li>6. Identifying critical information</li> <li>7. Organizing students to interact with new knowledge</li> <li>8. Previewing new content</li> <li>9. Chunking content into digestible bites</li> <li>10. Processing new information</li> <li>11. Elaborating on new information</li> </ul>

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

12. Recording and representing knowledge

13. Reflecting on learning

DQ3:

14. Reviewing content

15. Organizing students to practice and deepen knowledge

16. Using homework

17. Examining similarities and differences

18. Examining errors in reasoning

19. Practicing skills, strategies, and processes

20. Revising knowledge

DQ4:

21. Organizing students for cognitively complex tasks

22. Engaging students in cognitively complex tasks involving hypothesis generation and testing

23. Providing resources and guidance

#### Possible Instructional Modifications /Accommodations/Differentiation

Preferential Seating

Extended Time

Study Guides

Modified Assessments

Cueing strategies

#### Unit Vocabulary

**Essential:** sectionalism, fugitive, secede, abstain, popular sovereignty, border ruffian, civil war, arsenal, martyr, secession, states' rights

**Non-Essential:** compromise, abolitionist, anti-slavery, incumbent

Kingsway Regional School District

8<sup>th</sup> Grade Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Mathematics  Science  Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b>  Health/PE  World Languages  Social Studies  Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b>  21 <sup>st</sup> Century Life and Careers  Library	Technology  <b>Laptop Cart</b> <b>iPad Cart</b> <b>Promethean boards</b> <b>PC</b>	<input type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy



# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Resources:

#### Texts/Materials:

- **The American Journey: The Early Years, pgs. 446 – 467**
- **Primary Sources**
  - Lincoln and Davis Inaugural Addresses
  - The Fugitive Slave Act of 1850
  - “Bleeding Kansas” by Charles Sumner
  - Taney’s majority opinion in Dred Scott Case
  - “Cornerstone Address” by Alexander Stevens

#### Major Assignments (required):

- **Analysis of the Raid on Harper’s Ferry**
- **Access spreadsheet on the North and South demographics**

#### Major Activities (required):

- **Writing Assignments**
  - **Journals**
  - **Reflections**
  - **Primary Source Analysis**
  - **Secondary Source Analysis**

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### U.S. History 8

#### Unit Eight: The Civil War

**Recommended Duration: 4-5 weeks**

**Unit Description:** In this unit, students will learn how the sectional differences between the North and the South eventually led to the South seceding from the Union and the Civil War. We will examine the war in two stages: the early years (1861-1863) and the late years (1864-1865). Accordingly, major political and military actions will be studied including various battles, executive orders, and the major political and military leaders of both the Union and Confederacy. Ultimately, students will come to understand how the Union defeated the Confederacy and the contributing factors to this victory.

### Essential Questions

1. What were the strengths and weaknesses of the North and South?
2. What was the gap between military technology and tactics?
3. What role did the leadership of the Union and the Confederacy play in the war?
4. What social, political, and economic changes resulted from the war?

### Enduring Understandings

1. Military and political leadership, industry, and population were key factors in determining the war's outcome.
2. While military technology had advanced greatly, military tactics had not yet conformed to meet this change.
3. Military leadership provided distinctive advantages for both the Union and Confederacy at various stages of the war, while political leadership was an advantage enjoyed mostly by the Union.
4. The destruction of the Southern social hierarchy, the freeing of slaves, and the implementation of Reconstruction in the South led to major changes in American society.

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>                      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</p> <p><b>Supportive (Secondary):</b></p> <p>LA.6-8.CCSS.ELA-Literacy.WHST.6-8.1</p> <p>LA.6-8.CCSS.ELA-Literacy.WHST.6-8.2</p>	<ol style="list-style-type: none"> <li>1. Students will be able to compare and contrast the Union and Confederacy in population, economy, and military might.</li> <li>2. Students will be able to evaluate the events (political, military, economic, social) of the early years of the war (1861 – 1863).</li> <li>3. Students will be able to evaluate the events (political, military, economic, social) of the later years of the war (1864 – 1865).</li> </ol>	<ol style="list-style-type: none"> <li>1. Organize the major differences of the Union and the Confederacy in regards to economy, population, and military might and strategy at the beginning of the war.</li> <li>2. Understand chronologically and critically the following events: 1<sup>st</sup> Bull Run, Shiloh, the Peninsular Campaign, 7 Days Battle, fall of New Orleans, 2<sup>nd</sup> Bull Run, Antietam, 1862 midterm election, Fredericksburg, Chancellorsville, Gettysburg, Vicksburg, NYC Draft Riots, Chickamauga, and Chattanooga.</li> <li>3. Apprise the change in technology in transportation, small arms, artillery, and naval warships.</li> <li>4. Examine the Emancipation Proclamation to hypothesize Lincoln’s intended goal to deny foreign aid to the Confederacy and arm African Americans (54<sup>th</sup> M.V.C.I, 6<sup>th</sup> and 4<sup>th</sup> U.S.C.I, 10<sup>th</sup> U.S.H.A, 22<sup>nd</sup> U.S.C.T) as well as the unintended consequences of increasing the number of runaway slaves.</li> <li>5. Analyze the increased role of women in the Civil War [medical corps, Sanitary Commission, spies, combat soldiers (disguised as men)].</li> <li>6. Understand chronologically and critically the following events: Grant’s Overland Campaign (Wilderness, Spotsylvania, Cold Harbor), Atlanta, the election of 1864, the March to the Sea, Saylor’s Creek, Appomattox, and Assassination of President Lincoln.</li> </ol>

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Benchmarks</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> <li>-Descriptive writing</li> <li>-Venn diagram</li> <li>-Graphic organizers</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Socratic seminar</li> <li>-Debate</li> <li>-Benchmark</li> <li>-Unit test</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark</li> <li>-Chapter Test</li> </ul>

Possible Assessment Modifications/Accommodations
<ul style="list-style-type: none"> <li>-Modified tests</li> <li>-Word banks</li> <li>-Time-and-a-half</li> <li>-Splitting vocabulary</li> <li>-Reduced multiple choice</li> <li>-Small group setting</li> </ul>

Instructional Strategies (refer to <i>Robert Marzano's 41 Elements</i> )
<p>DQ2:</p> <ol style="list-style-type: none"> <li>1. Identifying critical information</li> <li>2. Organizing students to interact with new knowledge</li> <li>3. Previewing new content</li> <li>4. Chunking content into digestible bites</li> <li>5. Processing new information</li> <li>6. Elaborating on new information</li> </ol>

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

7. Recording and representing knowledge

8. Reflecting on learning

DQ3:

9. Reviewing content

10. Organizing students to practice and deepen knowledge

11. Using homework

12. Examining similarities and differences

13. Examining errors in reasoning

14. Practicing skills, strategies, and processes

15. Revising knowledge

DQ4:

16. Organizing students for cognitively complex tasks

17. Engaging students in cognitively complex tasks involving hypothesis generation and testing

18. Providing resources and guidance

#### **Possible Instructional Modifications /Accommodations/Differentiation**

Preferential Seating

Extended Time

Study Guides

Modified Assessments

Cueing strategies

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Unit Vocabulary

**Essential:** border state, blockade, export, tributary, , ironclad, casualty, ratify, habeas corpus, draft, bounty, greenback, inflation, entrenched, total war, siege, resistance

**Non-Essential:** rifle, infantry, artillery, cavalry, offensive, Rebel, Yankee, blockade runner, emancipate

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Mathematics  Science  Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b>  Health/PE  World Languages  Social Studies  Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b>  21 <sup>st</sup> Century Life and Careers  Library	Technology  <b>Laptop Cart iPad Cart Promethean boards PC</b>	<input type="checkbox"/> Global Awareness  <input checked="" type="checkbox"/> Civic Literacy  <input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy  <input type="checkbox"/> Health Literacy	<input type="checkbox"/> Creativity & Innovation  <input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving  <input type="checkbox"/> Life and Career Skills  <input checked="" type="checkbox"/> Information & Communication Technologies Literacy  <input checked="" type="checkbox"/> Communication & Collaboration  <input checked="" type="checkbox"/> Information Literacy

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Resources:

#### Texts/Materials:

- **The American Journey: The Early Years, pgs. 472 – 513**
- **Primary Sources**
  - The Emancipation Proclamation
  - Soldier diaries
  - Newspaper articles
  - Military artifacts
  - Lincoln's Second Inaugural
  - Jefferson Davis's Inaugural

#### Major Assignments (required):

- **Analysis of the two inaugural addresses**
- **Analysis of the Emancipation Proclamation**

#### Major Activities (required):

- **Writing Assignments**
  - **Journals**
  - **Reflections**
  - **Primary Source Analysis**
  - **Secondary Source Analysis**

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### U.S. History 8

#### Unit Nine: Reconstruction

**Recommended Duration: 2 weeks**

**Unit Description:** Students will understand the federal government's efforts to reunite the nation and the South's resistance to reunion following the Civil War. As part of this unit, the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments will be studied, as well as the continued discrimination against African Americans in the South.

### Essential Questions

1. How did plans to unify the nation differ after the Civil War?
2. What were the results of radical Reconstruction?
3. Why did Reconstruction end?

### Enduring Understandings

1. The assassination of Abraham Lincoln had far-reaching effects on the ways in which Reconstruction would be carried out and which plans would be put into practice.
2. The 11 former Confederate states were readmitted to the Union, slavery was officially abolished and former slaves made United States citizens, but Reconstruction created an environment of violent racism that lasted for over a century.
3. Resistance from southern states and the loss of will among northern politicians to continue the program of Reconstruction ultimately doomed the program and left many former slaves without federal support when it was needed most.



## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

Relevant Standards	Learning Goals	Learning Objectives
<p><b>Content Standards:</b>  <b>Power (Primary):</b>                      6.1.8.A.5.b, 6.1.8.C.5.a, 6.1.8.C.5.b,                      6.1.8.D.5.d</p> <p><b>Supportive (Secondary):</b></p> <p>LA.6-8.CCSS.ELA-Literacy.WHST.6-8.1</p> <p>LA.6-8.CCSS.ELA-Literacy.WHST.6-8.2</p>	<p>1. Students will be able to critique the main features of Reconstruction and how Southern life changed as a result.</p>	<ol style="list-style-type: none"> <li>1. Organize the key aspects of the Ten Percent, the Wade-Davis, and the Restoration plans.</li> <li>2. Assess the role that Lincoln’s assassination played in the implementation of the Restoration plan.</li> <li>3. Utilize various primary source documents and images to conceptualize the change in Southern life and the denial of rights to African Americans.</li> <li>4. Analyze the institutionalization of racism in law (i.e. Black Laws, Vagrancy Codes, Forced-to-Work) and the influence of the Ku Klux Klan.</li> <li>5. Hypothesize the effect of the change from Grant to Hayes on the end of Reconstruction.</li> </ol>

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
<ul style="list-style-type: none"> <li>-Entrance tickets</li> <li>-Exit tickets</li> <li>-Benchmarks</li> <li>-Unit tests</li> <li>-Quizzes</li> <li>-Summary writing</li> </ul>	<ul style="list-style-type: none"> <li>-Quizzes</li> <li>-Unit tests</li> <li>-Summary writing</li> <li>-Discussion questions</li> </ul>	<ul style="list-style-type: none"> <li>-Station Activities</li> <li>-Primary source analysis</li> <li>-Secondary source analysis</li> <li>-Formal writing pieces</li> <li>-Socratic seminar</li> <li>-Debate</li> </ul>	<ul style="list-style-type: none"> <li>-Benchmark</li> <li>-Chapter Test</li> </ul>

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

Formative Assessments	Summative Assessments	Performance Assessments	Major Activities/Assignments/Assessments (required)
-Descriptive writing -Venn diagram -Graphic organizers -Discussion questions		-Benchmark -Unit test	

### Possible Assessment Modifications/Accommodations

- Modified tests
- Word banks
- Time-and-a-half
- Splitting vocabulary
- Reduced multiple choice
- Small group setting

### Instructional Strategies (refer to *Robert Marzano's 41 Elements*)

DQ2:

1. Identifying critical information
2. Organizing students to interact with new knowledge
3. Previewing new content
4. Chunking content into digestible bites
5. Processing new information
6. Elaborating on new information
7. Recording and representing knowledge
8. Reflecting on learning

DQ3:

9. Reviewing content
10. Organizing students to practice and deepen knowledge
11. Using homework
12. Examining similarities and differences
13. Examining errors in reasoning

## Kingsway Regional School District

### 8<sup>th</sup> Grade Social Studies

- 14. Practicing skills, strategies, and processes
- 15. Revising knowledge
- DQ4:
- 16. Organizing students for cognitively complex tasks
- 17. Engaging students in cognitively complex tasks involving hypothesis generation and testing
- 18. Providing resources and guidance

#### **Possible Instructional Modifications /Accommodations/Differentiation**

- Preferential Seating
- Extended Time
- Study Guides
- Modified Assessments
- Cueing strategies

#### **Unit Vocabulary**

**Essential:** Reconstruction, amnesty, black codes, override, impeach, scalawag, carpetbagger, corruption, integrate, sharecropper, reconciliation, commission, cash crop, poll tax, literacy test, grandfather clause, segregation, lynching

**Non-Essential:** Ku Klux Klan, vagrancy laws, radical, freedman

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Mathematics	Technology	<input type="checkbox"/> Global Awareness	<input type="checkbox"/> Creativity & Innovation
Science	<b>Laptop Cart</b> <b>iPad Cart</b> <b>Promethean boards</b> <b>PC</b>	<input checked="" type="checkbox"/> Civic Literacy	<input type="checkbox"/> Media Literacy  <input checked="" type="checkbox"/> Critical Thinking and Problem Solving

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

Interdisciplinary Connections (Applicable Standards)	Integration of Technology	21 <sup>st</sup> Century Themes: P21 Framework Toolkit	21 <sup>st</sup> Century Skills: P21 Framework Toolkit
Visual and Performing Arts <b>AR.6-8.1.1.8.1 (drama – culture and history)</b>  Health/PE  World Languages  Social Studies  Technology <b>TEC.5-8.8.1.8.A, TEC.5-8.8.1.8.E</b>  21 <sup>st</sup> Century Life and Careers  Library		__X__ Financial, Economic, Business, & Entrepreneurial Literacy  ____ Health Literacy	____ Life and Career Skills  __X__ Information & Communication Technologies Literacy  __X__ Communication & Collaboration  __X__ Information Literacy

### Resources:

#### Texts/Materials:

- **The American Journey: The Early Years pgs. 516 – 541**
- **Primary Sources**
  - **“Reconstruction in Texas” by John H. Reagan**
  - **“A Black Union Soldier Comments on Treatment by Southerners” by Thomas Long**
- **Secondary Sources**
  - ***Labor of Love, Labor of Sorrow* by Jacqueline Jones**
  - ***Race and Reunion* by David Blight**

#### Major Assignments (required):

- **Analysis of Various Reconstruction Plans**

# Kingsway Regional School District

## 8<sup>th</sup> Grade Social Studies

### Resources:

- Innovation/Technology research

### Major Activities (required):

- Writing Assignments
  - Journals
  - Reflections
  - Primary Source Analysis
  - Secondary Source Analysis