



TOMS RIVER REGIONAL SCHOOLS

Social Studies Department

US History

8th Grade

Board Approval: 8/18/22
Revised: 7/2022

Philosophy, Mission and Vision

Philosophy: The Social Studies department aims to provide a challenging and diverse curriculum to our students through various courses embracing history, social science, and psychology. The Social Studies department embraces the idea that the role of the school is to develop productive, civic-literate, empathetic individuals who can think critically, problem solve effectively, and communicate successfully. This department will meet the student's need for knowledge and skill development in the specific content areas of geography, history, politics, economics, and the social and cultural aspects of our community, both locally and globally. Another important element is both students and staff acquiring 21st Century skills in technology, which has become an integral part of building educational relationships and keeping on pace with the evolving transformation of society. It is understood that this curriculum must demonstrate connections to the world beyond the classroom, thus ensuring relevance and significance while fostering lifelong learning.

Mission: The Social Studies department will provide a student-centered environment where abilities are cultivated, interests are developed, intellects are challenged, and students are educationally enriched. Utilization of real world examples will create connections from past to present, while enhancing the ability to develop a global perspective through a clear lens. While incorporating new educational methods, resources, and technologies, students are prepared to become lifelong learners, critical thinkers, and active citizens in their communities.

Vision: Every Toms River Regional Schools student will become a critical thinker, active participant in the civic process, tolerant, respectful, and possess the ability to relate historical facts to contemporary issues.

Course description and/or program overview:

The French and Indian War led to a number of events and policies that created growing tension between the colonists and the British government. These tensions would ultimately lead to the colonists rebelling against the British government and establishing the United States. One of the colonists' complaints was that they had no voice in British Parliament, but were bound by its laws. Many individuals played key roles in the events that led to the American Revolution, as well as in the fight for freedom.

Thomas Paine's pamphlet *Common Sense* convinced more Americans to support independence from Britain. The Declaration of Independence used the principles of natural rights to explain the reasons why the

Americans demanded independence from the British government, thrusting America further into war. As the war progressed from New England to the Middle States, American troops faced many struggles as questions remained about American capabilities to win the war. The Battle of Saratoga would become the turning point in the war and convince European powers to join in the war effort. This included contributions made by African-Americans, Natives, and women. In the final stages of the war, fighting shifted to the South, ending in the British surrender at Yorktown. American independence was recognized in the Treaty of Paris of 1783.

As the war drew to a close, the new United States was governed by the weak Articles of Confederation. Coming close to collapse, the fledgling United States had to create a new national government that needed to balance the distribution of power between the central government and the rights of individuals and states. America's Founding Fathers met in Philadelphia in 1787 for a Constitutional Convention. Several compromises were made that addressed the legislative process and the issue of slavery. Federalists emerged in support of the new constitution, while anti-federalists voiced concerns that a strong federal government threatened states' rights and individual freedoms. With the promise of a bill of rights, the United States Constitution was ratified in 1789.

George Washington supervised the creation of a new federal government with the goal of tackling the nation's debt. Two political parties began to take shape: the Federalists and Republicans. Washington dealt with challenges from Native Americans in the Northwest Territory and from the British navy at sea. Political divisions took shape with the presidency of John Adams, as he struggled to keep peace with France.

In 1801 Thomas Jefferson and his party, the Democratic-Republicans, took power. They reduced the size of the federal government, which they believed had become too powerful under the Federalists. They doubled the size of the country by purchasing the Louisiana Territory from France. In an attempt to punish Britain and France for interfering with US shipping, Jefferson proposed the embargo act, which ultimately hurts the US economy. Native Americans were defeated when they opposed US settlement in the Northwest Territory. War Hawks blamed Britain for trouble with the Native Americans and decreased trade, thrusting the US into the War of 1812. The war ended without a clear victor, but the U.S. ended with a clear sense of nationalism.

With the conclusion of the War of 1812, the United States experienced an "Era of Good Feelings" under James Monroe. Henry Clay proposed the American System, which led to rapid industrialization in the Northeast, fed by an ample supply of labor and raw materials. Factory conditions became increasingly dangerous, and laborers fought for better working conditions. Eli Whitney's Cotton Gin made possible a huge increase in cotton production, which expanded the number and value of enslaved African Americans. By the early 1800's, western territories would qualify for statehood with better roads and canals increasing settlement. After losing the Election of 1824 due to a "corrupt bargain", Andrew Jackson overwhelmingly won the Election of 1828, as the "People's President". The government would force Native Americans west of the Mississippi River onto the first established reservations with the Indian Removal Act of 1830. Thousands of Native Americans died resisting removal along the journey of the Trail of Tears. Jackson vetoed a bill to renew the charter for the Second Bank of the United States, in support of the common man. John C. Calhoun threatened the validity of federal tariffs by using the doctrine of nullification.

By the 1820's, land-hungry Americans often had to look west of the Mississippi River to settle. Manifest Destiny was the idea that the US had the right to "spread and possess the whole of the continent." Traders and trappers helped open the west for settlement. Free land and the mild climate attracted settlers from all parts of

the US. American settlers in Texas rebelled against Mexico and created the independent republic of Texas. American forces defeated Mexican forces in the Mexican-American War. The United States gained vast new territories as a result of the Treaty of Guadalupe Hidalgo. The Mormons moved west to Utah for religious freedom. Gold fever brought thousands of immigrants to California. During this time, reformers tackled a variety of causes, including temperance, prison reform, improved conditions for those with mental illness, public education, abolition of slavery, women's rights, and immigrants.

The acquisition of new territories in the west reopened the issue of slavery as lawmakers debated how to keep a balance of power between free and slave-holding states. The Compromise of 1850 attempted to settle the slavery question; however Northerners resented the Fugitive Slave Act. Uncle Tom's Cabin increased the Northern hatred of slavery and antagonized the Southern slaveholders. Popular Sovereignty established by the Kansas- Nebraska Act triggered bloody fighting in Kansas. The Republican party was formed to oppose the spread of slavery into newly acquired territories. In the Dred Scott Decision, Supreme Court ruled that Congress could not ban slavery in any territory. Abraham Lincoln became a central political figure when he and Stephen Douglas debated slavery. John Brown, an abolitionist, and his followers attacked the federal arsenal at Harper's Ferry Virginia to protest slavery. After Lincoln won the presidential election of 1860, southern states began to secede from the Union. The Civil War began when Confederate troops fired on Fort Sumter.

The Civil War began when several southern states seceded from the Union and created the Confederate States of America following the Election of 1860. Both the North and the South used their advantages in planning military strategy. The North's resources included transportation, industry, thriving economy, large population, and a strong president. The South relied heavily on King Cotton to develop overseas allies, knowledge of the land, and strong military leadership. New weapons made fighting the war more dangerous. The Emancipation Proclamation freed enslaved people in areas of rebellion in 1863, changing the purpose of the war into a fight to end slavery. Approximately 189,000 African Americans served in the Union army and navy, most famously the all-black 54th Massachusetts regiment. Major Confederate losses in Vicksburg and Gettysburg marked a turning point in the war. Confederate General Robert E. Lee surrendered to Ulysses S. Grant on April 9, 1865, at Appomattox Courthouse. Some 620,000 soldiers died in the war. New estimates based upon digital scanning place the current death toll at 750,000.

Beyond the physical rebuilding of the South, two major issues faced the nation after the Civil War: under what conditions would the 11 states that had seceded be returned to the Union and what would be the economic, political, and social future of 4 million freed African Americans, most of whom lived in the South. The Republicans wanted to secure the protection of the freedmen and obtain an oath of loyalty from seceded states before they would be allowed back into the Union. Freed African Americans sought the right to vote, in addition to educational and economic opportunities. Southern whites wanted to turn back the clock as much as possible and keep African Americans in subservient positions. Before he was assassinated, Lincoln presented a lenient plan for reunion. Andrew Johnson, who succeeded Lincoln, also offered a lenient plan. However, former Confederate leaders were soon gaining control of their state governments and thwarting efforts of freedmen to gain political and economic power. In response, Congress passed the Civil Rights Act of 1866 and overrode Johnson's veto of the Fourteenth Amendment. Radical Reconstruction, fashioned by congressional Republicans, brought changes to the South that advanced the rights of African Americans. This would not last, as southern whites violently opposed these efforts. Any hope of federal help ended when Rutherford B. Hayes agreed to remove federal troops from the South in exchange for help in the House of Representatives to win his election. By 1876, the Southern states were back in the Union and free to establish their own laws limiting the

opportunities of African Americans. These laws remained unchallenged by the federal government until well into the 20th century.

Holocaust Unit

The Holocaust refers to the period of history, from 1933-1945, during which approximately six million Jews became victims of Nazi Germany and its collaborators throughout Europe. In their attempt to annihilate all Jews in Europe, the Nazis, under the leadership of Adolf Hitler, developed a systematic plan that they called the "Final Solution to the Jewish Problem." During the Holocaust, millions lost their lives through starvation, shooting, torture and gassing in camps built for the purpose of killing people. As Nazi control of various parts of Europe progressed during this time period, millions of other innocent people became targets of their wrath, with approximately five million deaths among them. Students need to understand that genocide is a possible consequence of prejudice and discrimination. A study of the Holocaust and genocides can help students understand that issues of moral dilemma and conscience have a profound impact on life. A study of the Holocaust and genocides helps students think about the use and abuse of power, and the role and responsibilities of individuals, organizations and nations when confronted with civil rights violations and/or policies of genocide.

UNITS	PACING GUIDE
Unit 1 Foundational Documents; The Constitution, American Ideals and the American Experience (Civics)	45 Days
Unit 2 The Holocaust	5-10 Days
Unit 3 The New Republic / Expansions & Changes	55 Days
Unit 4 Civil War & Reunion	55 Days

Unit 1 Overview

Unit Summary:

This unit examines how the foundational concepts identified in Unit One are articulated in the nation's founding documents and established in the structure of American government. Students will explore the ideals expressed in the Declaration of Independence, providing the background for the next unit's study of how the Declaration inspired generations of Americans to more fully realize its core concepts of liberty, equality, and justice. The United States Constitution and the state constitutions provide the structural framework for limited government and constitutional democracy, and understanding these documents is a crucial component of active citizenship. The unit concludes with an examination of the Bill of Rights and the amendment process as students come to understand that the Constitution is a living document and American democracy is an ongoing experiment requiring their active participation.

Enduring Understandings:

Topic 1: Historical Foundations of the American Republic

- The United States Constitution and Bill of Rights were designed to provide a framework for the United States system of government, while also protecting individual rights.
- Debates about individual rights, states' rights, and federal power shaped the development of the political and economic institutions and practices of the new Republic.

Topic 2: The Legislative Branch

- Congress represents the diverse interests of the American people.
- Congress is the most important link between citizens and the federal government.
- Lawmaking is the primary and most important function of Congress.
- Members of Congress must fulfill several roles as lawmakers, politicians, and servants of their constituents.
- State and local legislatures carry out many of the same powers as the national legislature

Topic 3: The Executive Branch

- The Constitution defines the roles and qualifications of the President
- The role of the Executive Branch has expanded since our nation was founded.
- Historically the President has stretched the powers of the office and debate continues over this issue today.
- The Cabinet members are the President's top advisors and are influential in decisions that affect the country.
- The Electoral Process has led to much controversy in recent Presidential elections.
- The State and local levels include executive offices which carry similar responsibilities to those of the President of the United States.

Topic 4: The Judicial Branch

- The Constitution created a Supreme Court, its jurisdiction and the manner and terms of federal judicial appointments.

- The Supreme Court will make decisions that will impact the country for years to come.
- The inferior constitutional courts form the core of the federal judicial system
- The power of judicial review laid the foundation for the judicial branch's key role in Government.

Topic 5: Federalism

- Federalism promotes national unity while giving states control over state and local matters.

Topic 6: Bill of Rights and Amendment Process

- The guarantees in the Bill of Rights reflect the nation's commitment to personal freedom and to the principle of limited government.
- The due process clause of the fourteenth amendment ensures that state governments do not limit or take away rights given to citizens by the national government.
- The establishment clause sets up "a wall of separation between church and state".
- The free exercise clause protects religious beliefs but does not religious actions that violate laws or threaten safety
- The guarantees of free speech and press are intended to protect the expression of unpopular views.
- The rights of peaceable assembly and petition protect the people's right to bring their views to the attention of public officials.

Topic 7: "A More Perfect Union"

- One of the great successes of the American experience is demonstrating to the world that citizens could establish a government based on a social contract with the "consent of the governed". A founding generation drafted a Constitution that joined political ideas and practical experience, making real what had previously only been a theory.
- The Constitution addressed many of the deficiencies of the Articles of Confederation.
- The right to vote, initially granted to a limited segment of the population, has gradually been extended to different groups enhancing the concept of "the consent of the governed".
- Ensuring the right to vote is an essential component of a successful democracy.

Topic 8: "...Establish Justice. . ."

- The desire for "fairness" or "justice" is a primary reason why people are willing to create a government. These concepts are difficult to precisely define. The Constitution and state constitutions establish a court system to help decide questions of justice.
- The right to "due process" is considered one of the most fundamental guarantees of individual rights.
- Procedural Due Process means that the government must follow rules and procedures that are reasonable, fair, and not arbitrary.
- Substantive Due Process means that the government cannot make or interpret laws in a way that violates fundamental rights.
- The Fifth Amendment established the concept of "due process" in the Constitution regarding the federal government.
- The Fourteenth Amendment extended the concept of "equal protection under the law" to the states.

Topic 9: "...insure Domestic Tranquility, provide for the common defense. . ."

- Domestic tranquility refers to the expectation by citizens that government will ensure an orderly society based on due process and an inviolate/minimum sphere of personal liberty.
- Democracy places a high value on the right to privacy, which is the basis for many of the more specific protections enshrined in the Bill of Rights.
- The right to privacy and other rights have sometimes been restricted during times of war as the need to ensure national security conflicts with more expansive individual rights enjoyed during times of peace. It is the role of the courts to help determine the appropriate constitutional balance between individual rights and national security and to review acts of the legislative and executive branches.

- Habeas corpus is a fundamental right that prevents arbitrary abuse of authority by the government and indefinite detentions of political opponents.
- The peaceful transfer of power is a critical element of democracy, requiring both constitutional procedures and the commitment by citizens to uphold a free society and a republican form of government.
- The use of force by the government must be within constitutional constraints in a democratic society. A cornerstone of American democracy has been a professional, non-political military that takes an oath to support the Constitution.

Topic 10: “promote. . .the General Welfare, and secure the Blessings of Liberty”

- The American system of limited government is designed to promote a specific definition of liberty. This definition differs from that used by other nations with different forms of government.
- The American system of government is based on the concept of social contract theory and the idea that individuals agree to place some limits on their absolute liberty in order to actually enjoy the greatest possible amount of liberty. What these limits should be is an important part of Constitutional law and public discourse.
- Democracies must also balance individual liberty and “the common good”. Debates about how to best achieve this balance is an important element of politics and public policy.

Essential Questions:

- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- To what extent did the founding documents (Declaration of Independence, Constitution Bill of Rights) articulate and establish/ensure American Ideals?
- To what extent does democracy depend on citizens and elected representatives and appointed officials adhering to democratic norms?
- What led to the Declaration of Independence?
- What did the Founders believe about government?
- Why was the Declaration of Independence written?
- What is popular sovereignty?
- How did the Constitution address the problems of the Articles of Confederation?
- What are the norms and values that support a democratic society?
- What character traits did the Founders expect of their elected and appointed representatives?
- According to the Preamble, what are the six main purposes/goals of government?
- How does the U.S. Constitution organize government to prevent an abuse of authority?
- How do the three branches of government interact: separation of powers vs. checks and balances?
- How does the Constitution promote economic development?
- Why did the founders create three branches of government?
- Should the legislative branch continue to be considered “first among equal” branches?
- What are the powers, responsibilities, limits and role of the Congress?
- How can we protect against abuse of authority by Congress?
- How can the United States government ensure effective administration while protecting against abuse of power by the president?
- What are the powers, responsibilities, limits and role of the President?
- How and why has the authority of the President expanded over time?

- How can we protect against the abuse of authority by the President?
- How does the Constitution try to ensure that all citizens are equal before the law?
- How does Judicial Review function?
- How and why has the scope of judicial review expanded over time?
- Can we ensure that all citizens are equal before the law?
- How can we best protect against the abuse of power and authority?
- How and why is federalism a key part of the structure of U.S. government?
- How is federalism a positive or negative force today?
- What is federalism?
- How does federalism work?
- What powers have been delegated to the national government and which have been retained by or shared with state governments?
- Why is the Supremacy Clause important?
- How does the U.S. Constitution balance the interests of individuals and states with the need for a strong national government?
- How has federalism changed over time?
- Did the Constitution need a Bill of Rights?
- How does the Bill of Rights ensure that fundamental human rights are protected?
- Is the Constitution a “living document”? Why did the founders make the amendment process difficult?
- Was the Constitution sufficient to protect individual rights without the Bill of Rights?
- What is the process for amending the U.S. Constitution?
- What fundamental human rights are protected in the Bill of Rights?
- How does the Bill of Rights ensure that fundamental human rights are protected?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and the respect for human dignity?
- How well has the U.S. met the fundamental principles established in the Constitution?
- How did the Constitution establish a “more perfect union” than the Articles of Confederation?
- How has extending the right to vote supported the concept of the consent of the governed?
- How has the rule of law prevented abuse of authority?
- What is “fairness” or “justice”?
- How does the Constitution “establish justice”?
- How do we ensure that people are treated fairly?
- Can there be justice without equality?
- How are the terms “fairness” or “justice” commonly defined and used in law? By people you know?
- What is “due process” and how does it protect individual rights?
- What does the 14th Amendment mean by “equal protection under the law”?
- What is equality of opportunity?
- How well has the U.S. balanced the need for order and the protection of individual rights?
- What is “domestic tranquility”?
- What is “privacy”?
- How has the U.S. balanced the need for order and the protection of rights during times of peace and times of war?
- What is “liberty”? Why did the Founders make it the defining purpose of American government?
- To what extent has the American experience succeeded in promoting the general welfare or common good?
- How can we best balance individual rights and the general welfare when these important concepts are in conflict?
- What is “the general welfare”?

- What is liberty?
- Should there be limits on freedom of speech or the ability to protest and petition the government?
- Why is freedom of speech important for sustaining democracy?
- How has social media changed public discourse and how can we address the spreading of propaganda and lies in social media?
- What is the difference between “the establishment of religion” and the “free exercise of religion”?
- How can we balance conflicts between religious beliefs and the protection of the rights of citizens?

Standards

- 6.1.8.HistoryUP.3.a: Use primary sources as evidence to explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy
 - 6.1.8.HistoryCC.3.d: Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.CivicsPI3.d. Use data and other evidence to determine the extent to which demographics influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.Civics.PD.3.a: Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights
- 6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society
- 6.1.8.CivicsPI.3.a. Cite evidence to evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Constitution.
- 6.1.8.CivicsPI.3.b and 6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances and individual rights) in establishing a federal government that allows for growth and change over time.
- 6.1.8.CivicsDP.3.a: Use primary and secondary sources to assess whether or not the ideals found in the Declaration of Independence were fulfilled for women, African Americans and Native Americans during this time period.
- 6.1.8.CivicsHR.3.a: Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic (i.e., Alien and Sedition Acts).
- 6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
- 6.1.8.CivicsHR.3.c: Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
- 6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery and other issues during the Antebellum period.

- 6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and limitations of First Amendment Rights (e.g., Supreme Court decisions).
- 6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.
- 6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
- 6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th and 15th Amendments to the United State Constitution from multiple perspectives

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for [SEL](#)

- RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

21st Century Life and Careers

Technology

CRP1. Act as a responsible and contributing citizen and employee.
 CRP7. Employ valid and reliable research strategies.
 CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

● 8.1D 6-8. Demonstrates ability to differentiate the degree of credibility and accuracy of different digital content

Skills:

- Addressing current events and controversial issues
- Service Learning
- Simulations of democratic processes
- Developing Questions and Planning Inquiry
- Gathering and evaluating sources
- Seeking diverse perspectives
- Developing claims and using evidence
- Presenting arguments and explanations
- Engaging in civil discourse and critiquing conclusions
- Taking informed action

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<p><u>Topic 1: Historical Foundations of the American Republic</u> <i>How did the Magna Carta influence the founders and American government?</i></p> <ul style="list-style-type: none"> ● The National Archives: Magna Carta. <p><i>How did Enlightenment ideas influence America's founding documents?</i></p> <ul style="list-style-type: none"> ● iCivics <p><i>Why was the Declaration of Independence Written?</i></p> <ul style="list-style-type: none"> ● Declaring the Grievances: NEH Edsitement ● National Archives ● NJ Center for Civic Education <p><i>Articles of Confederation</i></p> <ul style="list-style-type: none"> ● iCivics ● NEH EDSITEdsitement <p><i>Constitution</i></p> <ul style="list-style-type: none"> ● iCivics ● Why was the Constitution written? How is it structured? What does it do? How can it be Changed? ● The question of representation: NJ Center for Civic Education: ● National Constitution Center <p><i>Bill of Rights</i></p> <ul style="list-style-type: none"> ● iCivics 	<p>Vocabulary</p> <p><u>Topic 1: Historical Foundations of the American Republic</u></p> <ul style="list-style-type: none"> ● Articles of Confederation ● Checks and balances ● Constitution ● Popular sovereignty ● Separation of Powers ● The Enlightenment <p><u>Topic 2: The Legislative Branch</u></p> <ul style="list-style-type: none"> ● Bicameral Legislation ● Congress ● House of Representatives ● Senate <p><u>Topic 3: The Executive Branch</u></p> <ul style="list-style-type: none"> ● Cabinet ● Electoral College ● Electors ● President ● Veto ● Vice-President <p><u>Topic 4: The Judicial Branch</u></p> <ul style="list-style-type: none"> ● Supreme Court ● Judicial Review ● Justices ● Opinions ● Moot Court <p><u>Topic 5: Federalism</u></p> <ul style="list-style-type: none"> ● Delegated powers ● Federalism ● Supremacy Clause <p><u>Topic 6: Bill of Rights and Amendment Process</u></p> <ul style="list-style-type: none"> ● Amendment ● Anti-Federalists ● Bill of Rights ● Federalists ● Ratify

Topic 2: The Legislative Branch

Why do we have three branches of government?

- House of Representatives

*How do the three branches of government interact?
Separation of Powers and Checks and Balances*

- NEH EDSITEment
- National Archives

The Legislative Process: How does a bill become a law?

- iCivics
- National Archives
- ERIC

How many representatives should each state have?

- NJ Center for Civic Education

Topic 3: The Executive Branch

The power and role of the Executive Branch

- iCivics
- NJ Center for Civic Education
- National Constitution Center
- Separation of Powers: NEH EDSITEment

Topic 4: The Judicial Branch

Separation of Powers

- EDSITEment

How does Judicial Review Function?

- U.S. Courts
- Library of Congress

Topic 7: “A More Perfect Union”

- Blessings of Liberty
- Checks and Balances
- Domestic Tranquility
- Franchise
- General welfare
- Impeachment
- Justice
- Posterity
- Preamble
- Rule of Law
- Separation of Powers
- Sovereignty
- Suffrage
- Union

Topic 8: “. . .Establish Justice. . .”

- Affirmative Action
- Civil Rights Movement
- Due Process
- Equality
- Fairness
- Habeas Corpus
- Jim Crow
- Segregation

Topic 9: “. . .insure Domestic Tranquility, provide for the common defense. . .”

- Alien and Sedition Acts
- Domestic Tranquility
- Habeas Corpus
- Liberty
- Patriot Act of 2001
- Privacy

Topic 10: “promote. . .the General Welfare, and secure the Blessings of Liberty”

- Assembly
- Censorship
- Common Good
- Establishment Clause
- Free Exercise Clause
- General Welfare
- Individual rights
- Libel
- Liberty
- Petition
- Press
- Protest
- Religion

Judicial Branch

- iCivics
- EDSITEment
 - The Supreme Court

Topic 5: Federalism

- What is Federalism? How does it work? Powers delegated to the federal government and powers reserved to the states.
 - iCivics
 - National Archives
- Federalism and Separation of Powers
 - National Constitution Center
- Supremacy Clause and implicit powers
 - History.com
- How has federalism changed over time?
 - ThoughtCo.
 - Carnegie Council

Topic 6: Bill of Rights and Amendment Process

- Was a Bill of Rights necessary?
 - iCivics
 - NJ Center for Civic Education:
 - Constituting America
- How does the Bill of Rights protect rights?
 - National Constitution Center
 - National Archives
 - Bill of Rights Institute
- What rights does the Bill of Rights protect?
 - iCivics
- How is the Constitution Amended?
 - U.S. Senate
- Why did the Founders make it difficult to amend the Constitution?
 - National Park Service

Topic 7: "A More Perfect Union"

Preamble to the Constitution: "We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense,

- Sedition
- Slander
- Social Media
- Speech

promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States...

How did the Constitution establish a “more perfect union” than the Articles of Confederation?

- iCivics
- Edsitement.neh.gov:
- C-Span

How has extending the right to vote supported the concept of the consent of the governed?

- Vocabulary: franchise, suffrage and right to vote
- Expansion of franchise to men in 1830s:
 - C-SPAN
 - PBS Learning Media
- Fifteenth Amendment
 - PBS Learning Media
- Women’s Suffrage
 - PBS Learning Media
 - iCivics
 - C-SPAN
 - Alice Paul Institute
 - The New Jersey Center for Civic Education
- Library of Congress
- Expanding the right to vote
 - Southern Monmouth League of Women Voters
 - The 26th Amendment
 - Should the voting age be lowered?

How has the rule of law prevented abuse of authority?

- National Constitution Center

Topic 8: “. . .Establish Justice. . .”

What is Justice or Fairness?

- NJ Center for Civic Education

To what extent has the United States established justice for all?

- How fairly has the United States treated Native Americans?
 - C-Span
 - PBS Learning Media: Trail of Tears
 - NJ Center for Civic Education
 - Constitutional Rights Foundation
- How fairly has the United States treated African Americans?
 - NEH Edsitement
 - PBS learning Media
 - 13th Amendment
 - Jim Crow
 - C-Span Classroom:
 - Junior Scholastic

What is “due process” and how does it protect individual rights?

- Justice In The Classroom
- NJ Center for Civic Education

What does the 14th Amendment mean by “equal protection under the law”?

- PBS Learning Media
- NJ Center for Civic Education

Topic 9: “. . .insure Domestic Tranquility, provide for the common defense. . .”

What is “domestic tranquility”?

- NJ Center for Civic Education

Privacy rights during war:

- C-SPAN
- Bill or Rights Institute

What is habeas corpus and why is it important?

- C-SPAN Classroom

How does the Fourth Amendment protect privacy rights?

- New Hampshire Institute for Civics Education

Learningforjustice

Political stability and peaceful transfer of power

- iCivics

Topic 10: “promote. . .the General Welfare, and secure the Blessings of Liberty”

What does “promote the general welfare” mean?
How does the government promote the general welfare or common good?

- NJ Center for Civic Education

What is liberty?

Why is freedom of expression? Why is it so important? When should it be limited?

- NJ Center for Civic Education

- C-SPAN

- National Constitution Center

- Newseumed.org

- US Courts

- Right to Petition and Assemble
 - American Bar Association
 - Freedoms Foundation
 - National Constitution Center

What is the difference between “the establishment of religion” and the “free exercise of religion”? How do we balance religious beliefs v. the common good?

- NJ Center for Civic Education

How can we balance individual rights and the general welfare when these important concepts are in conflict?

- C-SPAN

<p style="text-align: center;">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;">Assessment (All forms must be identified)</p>
<p><i>English Language Learners</i></p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to Demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words <p><i>Special Education</i></p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions <p><i>504 Plans</i></p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions <p><i>Gifted and Talented</i></p> <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking 	<p>Formative:</p> <ul style="list-style-type: none"> ● Strategic Questioning Strategies ● Observation ● Hand Signals ● Student Conference ● Inside-Outside Circle ● One Word Summary ● Likert Scale ● Socratic Seminar ● Gallery Walk ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Writing Prompts ● Exit/Admin Tickets ● Classroom Games ● Self-assessment ● Class discussions ● Peer modeling <p>Summative:</p> <ul style="list-style-type: none"> ● Chapter/Unit Test ● Portfolio ● Quizzes ● Presentations ● Unit Projects ● Problem Based Tasks <p>Benchmark:</p> <ul style="list-style-type: none"> ● State Standardized Assessments ● Quarterly Benchmark Assessment <p>Alternate:</p> <ul style="list-style-type: none"> ● Portfolio Project ● Modified assignments

- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies

Unit 2 Overview

Unit Summary:

George Washington supervised the creation of a new federal government with the goal of tackling the nation's debt. Two political parties began to take shape: the Federalists and Republicans. Washington dealt with challenges from Native Americans in the Northwest Territory and from the British navy at sea. Political divisions took shape with the presidency of John Adams, as he struggled to keep peace with France.

In 1801 Thomas Jefferson and his party, the Democratic-Republicans, took power. They reduced the size of the federal government, which they believed had become too powerful under the Federalists. They doubled the size of the country by purchasing the Louisiana Territory from France. In an attempt to punish Britain and France for interfering with US shipping, Jefferson proposed the embargo act, which ultimately hurts the US economy. Native Americans were defeated when they opposed US settlement in the Northwest Territory. War Hawks blamed Britain for trouble with the Native Americans and decreased trade, thrusting the US into the War of 1812. The war ended without a clear victor, but the U.S. ended with a clear sense of nationalism.

With the conclusion of the War of 1812, the United States experienced an "Era of Good Feelings" under James Monroe. Henry Clay proposed the American System, which led to rapid industrialization in the Northeast, fed by an ample supply of labor and raw materials. Factory conditions became increasingly dangerous, and laborers fought for better working conditions. Eli Whitney's Cotton Gin made possible a huge increase in cotton production, which expanded the number and value of enslaved African Americans. By the early 1800's, western territories would qualify for statehood with better roads and canals increasing settlement. After losing the Election of 1824 due to a "corrupt bargain", Andrew Jackson overwhelmingly won the Election of 1828, as the "People's President". The government would force Native Americans west of the Mississippi River onto the first established reservations with the Indian Removal Act of 1830. Thousands of Native Americans died resisting removal along the journey of the Trail of Tears. Jackson vetoed a bill to renew the charter for the Second Bank of the United States, in support of the common man. John C. Calhoun threatened the validity of federal tariffs by using the doctrine of nullification.

By the 1820's, land-hungry Americans often had to look west of the Mississippi River to settle. Manifest Destiny was the idea that the US had the right to "spread and possess the whole of the continent." Traders and trappers helped open the west for settlement. Free land and the mild climate attracted settlers from all parts of the US. American settlers in Texas rebelled against Mexico and created the independent republic of Texas. American forces defeated Mexican forces in the Mexican-American War. The United States gained vast new territories as a result of the Treaty of Guadalupe Hidalgo. The Mormons moved west to Utah for religious freedom. Gold fever brought thousands of immigrants to California. During this time, reformers tackled a variety of causes, including temperance, prison reform, improved conditions for those with mental illness, public education, abolition of slavery, women's rights, and immigrants.

The acquisition of new territories in the west reopened the issue of slavery as lawmakers debated how to keep a balance of power between free and slave-holding states. The Compromise of 1850 attempted to settle the slavery question; however Northerners resented the Fugitive Slave Act. Uncle Tom's Cabin increased the Northern hatred of slavery and antagonized the Southern slaveholders. Popular Sovereignty established by the Kansas- Nebraska Act triggered bloody fighting in Kansas. The Republican party was formed to oppose the spread of slavery into newly acquired territories. In the Dred Scott Decision, Supreme Court ruled that Congress could not ban slavery in any territory. Abraham Lincoln became a central political figure when he and Stephen Douglas debated slavery. John Brown, an abolitionist, and his followers attacked the federal arsenal at Harper's Ferry Virginia to protest slavery. After Lincoln won the presidential election of 1860, southern states began to secede from the Union. The Civil War began when Confederate troops fired on Fort Sumter.

Enduring Understandings:

- Social and political systems have protected and denied human rights (to varying degrees) throughout time.
- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.
- Chronological sequencing helps us understand the interrelationship of historical events.
- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.
- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- Economic decision making involves setting goals and identifying the resources available to achieve those goals.
- A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.

Standards

6.1.8.CivicsPI.3.b: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

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

6.1.8.HistoryCC.3.b: Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government

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

6.1.8.CivicsDP.4.a: Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.

6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).

6.1.8.EconET.4.a: Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.

6.1.8.EconET.4.a: Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States

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

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

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

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

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.

6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions)

6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government

Interdisciplinary Connections
[Other Cross-Curricular Opportunities](#)
Opportunities for [SEL](#)

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grade 6–8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. 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.

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

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

21st Century Life and Careers

Technology

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information

8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.

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.

1.1.1.A.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

1.1.1.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

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

1.1.1.A.1 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

1.1.1.A.2 Compare and contrast product facts versus advertising claims. 9.1.8.E.4

Prioritize personal wants and needs when making purchases

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

Unit Objectives:

- How the United States acquired Spanish Florida.
- How the building of canals and railways boosted the U.S. economy.
- What factors contributed to the development of industry in the north.
- What major inventions led to the growth of industry in America?
- How the concept of Manifest Destiny Influenced the growth of America through diplomacy, annexation, and war.
- What push-pull factors led to increased immigration in 19th century America?
- What changes were made in America as a result of education reform, women's rights movement, and the abolitionist movement?
- New Jersey's role in the Underground Railroad and how resistance to slavery grew in the North.
- The Missouri Compromise temporarily resolved the issue of whether new states would be slave states or free states
- The Compromise of 1850 addressed several issues, including slavery in the territories.

- The Fugitive Slave Act required all citizens to help catch runaways, yet many Northerners refused to cooperate.
- The Kansas-Nebraska Act resulted from another dispute over slavery in Congress.
- Opponents of slavery from different political parties came together to form the new Republican Party.
- The Supreme Court's decision in the Dred Scott case dealt a severe blow to antislavery forces and further divided the country.
- The Lincoln-Douglas debates placed the little known Lincoln into the national spotlight.
- Fearing that President Lincoln would not protect Southern rights, first South Carolina and other states voted to leave the Union.
- The Civil War began when Confederate forces attacked Fort Sumter in South Carolina

Skills:

- Determine the cause and effects of The U.S. sending Andrew Jackson into Spanish Florida.
- Describe how the building of canals and railways boosted the U.S. economy.
- List the factors that contributed to the development of industry in the north.
- Explain how inventions like the Cotton Gin and the interchangeable parts led to the growth of industry in America.
- Map and identify lands in North America and explain how they were acquired through diplomacy, annexation, and war.
- Analyze the push-pull factors that led to an increase in immigration in the 19th century.
- Explain how 19th century reform efforts impacted education, women's rights, and slavery in America. *Amistad*
- Describe New Jersey's role in the Underground Railroad and explain resistance to slavery.
- Identify the components of the Missouri Compromise and describe how it temporarily resolved the issue of slavery.
- Identify the components of the Compromise of 1850.
- Analyze how the Compromise of 1850 further divided the nation over the issue of slavery, states' rights, and sectionalism.
- Compare and contrast the reaction of the North and the South to the Fugitive Slave Act. *Amistad*
- Illustrate how the Kansas-Nebraska Act led to violence Describe how the Republican Party was formed and what groups took part in its formation.
- Argue for or against the decision in the Dred Scott decision *Amistad*
- Compare and contrast the reaction of the North and the South to the Dred Scott decision. *Amistad*
- Dramatize the Lincoln-Douglas debates and recognize how this helped popularize Abraham Lincoln.
- Explain how Abraham Lincoln became president.
- Evaluate the decision of South Carolina and others to secede from the Union.
- Describe how the attack on Fort Sumter led to the Civil War

Student Learning

Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> ● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> ○ Chapter 8, Section 1 (Washington Takes Office) ○ Chapter 8, Section 2 (The Birth Of Political Parties) ○ Chapter 8, Section 3 (Troubles at Home and Abroad) ○ Chapter 8, Section 4 (The Presidency of John Adams) ● <i>The Nystrom Atlas of United States History</i> <ul style="list-style-type: none"> ○ Era 3: Revolution and the New Nation ○ Student Activities matching pages 32 to 35 ● <i>US History Shorts</i> <ul style="list-style-type: none"> ○ A New Beginning ○ The First Political Parties ● <i>America: The Story of US (DVD)</i> ● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> ○ Chapter 9, Section 1 (Jefferson Takes Office) ○ Chapter 9, Section 2 (The Louisiana Purchase) ○ Chapter 9, Section 3 (A time of Conflict) ○ Chapter 9, Section 4 (The War of 1812) ● <i>The Nystrom Atlas of United States History</i> 	<ul style="list-style-type: none"> ● History Makers (on Washington and Adams) from <i>Creating America</i> resources ● Washington’s Farewell Address from <i>Images of the American Past</i> ● Cicero: History Beyond the Textbook ● Crash Course History – YouTube ● OGRABME political cartoon ● National Geographic - Inside the Lewis and Clark Expedition - video ● Crash course - Election of 1800 ● Night John - movie ● DBQ - Unit VI How Free Were Free Blacks in the North? ● Crash course - The Age of Jackson ● Sequoyah Narrative ● Andrew Jackson - Address to Congress on Indian Removal ● Underground Railroad: ● Alamo: ● The Alamo: Movie ● <u>America the Story of Us</u> “Westward Expansion” for the Oregon Trail ● PBS Episode 3 for Trail of Tears topic.

- Era 4: Expansion and Reform
- Student Activities matching pages 38 to 43
- *US History Shorts*
 - The Louisiana Purchase
 - The Journey of Lewis and Clark
 - The Flag Was Still There
- *America: The Story of US (DVD)*
- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
 - Chapter 10, Section 1 (Building a National Identity)
 - Chapter 10, Section 2 (Dealing with Other Nations)
 - Chapter 10, Section 3 (The Age of Jackson)
 - Chapter 10, Section 4 (Indian Removal)
 - Chapter 10, Section 5 (States' Rights and the Economy)
 - Chapter 11, Section 1 (The Industrial Revolution)
 - Chapter 11, Section 2 (The North Transformed)
 - Chapter 11, Section 3 (The Plantation South)
 - Chapter 11, Section 4 (The Challenges of Growth)
- *The Nystrom Atlas of United States History*
 - Era 4: Expansion and Reform
 - Student Activities matching pages 42 to 45
- *US History Shorts*
 - The Monroe Doctrine
 - A Growing Nation
 - The Cotton Kingdom
 - The Trail of Tears
 - Growing Differences
- *America: The Story of US (DVD)*

- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
 - Chapter 12, Section 1 (Improving Society)
 - Chapter 12, Section 2 (The Fight Against Slavery)
 - Chapter 12, Section 3 (A Call for Women's Rights)
 - Chapter 12 Section 4 (American Literature and Arts)
 - Chapter 13, Section 1 (The West)
 - Chapter 13, Section 2 (Trails to the West)
 - Chapter 13, Section 3 (Conflict with Mexico)
 - Chapter 13, Section 4 (A Rush to the West)
- *The Nystrom Atlas of United States History*
 - Era 4: Expansion and Reform
 - Student Activities matching pages 46 to 51
- *US History Shorts*
 - The Fight Against Slavery
- *The DBQ Project Mini Q's*
 - How Free Were Free Blacks in the North?
 - Remembering the Alamo: A Personal Journal
 - Was the United States Justified in Going to War with Mexico?
 - The California Gold Rush: A Personal Journal
 - What Was Harriet Tubman's Greatest Achievement?
- *America: The Story of US (DVD)*
- Textbook
- Atlas of United States History
- The Story of Us
- History Makers (on Washington and Adams) from *Creating America* resources
- Cicero: History Beyond the Textbook

- Crash Course History – YouTube
- United Streaming
- PBS – War of 1812
- PBS – Andrew Jackson
- PBS – American Experience “We Shall Remain”
- History Detectives: The Spear That Stoked the Civil War

Accommodations/Modifications
 (ELL, Students with IEPs, 504s, Gifted Learners, At Risk)
Each group must be listed separately

Assessment
(All forms must be identified)

English Language Learners

- Provide clear and specific directions
- Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions
- Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words

Special Education

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

504 Plans

Formative:

- Strategic Questioning Strategies
- Observation
- Hand Signals
- Student Conference
- Inside-Outside Circle
- One Word Summary
- Likert Scale
- Socratic Seminar
- Gallery Walk
- Homework
- Class Participation
- Whiteboards/communicators
- Think-Pair-Share
- Do-Now
- Writing Prompts
- Exit/Admin Tickets
- Classroom Games
- Self-assessment
- Class discussions
- Peer modeling
- Self-assessment

Summative:

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

- Chapter/Unit Test
- Quizzes
- Presentations
- Unit Projects
- Problem Based Tasks

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternate:

- Portfolio Project
- Modified assignments

Unit 3 Overview

Unit Summary:

The Holocaust refers to the period of history, from 1933-1945, during which approximately six million Jews became victims of Nazi Germany and its collaborators throughout Europe. In their attempt to annihilate all Jews in Europe, the Nazis, under the leadership of Adolf Hitler, developed a systematic plan that they called the “Final Solution to the Jewish Problem.” During the Holocaust, millions lost their lives through starvation, shooting, torture and gassing in camps built for the purpose of killing people. As Nazi control of various parts of Europe progressed during this time period, millions of other innocent people became targets of their wrath, with approximately five million deaths among them. Students need to understand that genocide is a possible consequence of prejudice and discrimination. A study of the Holocaust and genocides can help students understand that issues of moral dilemma and conscience have a profound impact on life. A study of the Holocaust and genocides helps students think about the use and abuse of power, and the role and responsibilities of individuals, organizations and nations when confronted with civil rights violations and/or policies of genocide.

Enduring Understandings:

- Governments around the world support universal human rights to varying degrees.
- Social and political systems throughout time have promoted and denied civic virtues and democratic principles.

Essential Questions:

- What led to the rise of the Nazi party in Europe, and the eventual creation of the internment camps

throughout Europe?

- What led to the end of the Holocaust and what were the lasting effects it had on Europe, and the world at large?

Standards

6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.

6.1.12.D.11.d Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.

6.1.12.D.11.e Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.

Interdisciplinary Connections Other Cross-Curricular Opportunities *Opportunities for [SEL](#)*

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grade 6–8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. 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.

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

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

21st Century Life and Careers	Technology
<p>9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.</p> <p>9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual’s earning power.</p> <p>9.1.8.D.5 Explain the economic principle of supply and demand.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so</p> <p>9.1.8.E.3 Compare and contrast product facts versus</p>	<ul style="list-style-type: none">● 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.● A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations● F: Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using

advertising claims.

9.1.8.E.4 Prioritize personal wants and needs when making purchases

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

appropriate digital tools and resources.

Unit Objectives:

- Students will develop an understanding of various theories of human nature and behavior.
- Students will understand that genocide is a possible consequence of prejudice and discrimination.
- Students will understand the global and domestic conditions that led to the rise of Nazi Germany.
- Students will understand the various forms of resistance, intervention and rescue that occurred during the Holocaust.
- Students will understand the nature of genocide and the causes, manifestations and efforts at prevention.
- Students will analyze society's moral codes and assess issues of conscience and moral responsibility and their effect.
- Students will demonstrate awareness of the principles of a democratic society and the personal and collective responsibility necessary to preserve them.
- Students will demonstrate a sense of empathy with those who have suffered violations of their human rights, such as victims and survivors of the Holocaust and other historic and contemporary genocides.
- Students will demonstrate a willingness to take appropriate action when observing or becoming aware of a violation of human rights.
- Students will be aware of and sensitive to the personal and universal consequences of indifference to the preservation of human rights.
- Students will demonstrate an awareness of how the government can preserve or violate human rights.
- Students will take appropriate action when confronted with information intended to distort or deny history, such as that presented by deniers of the Holocaust and the Armenian Genocide.
- Students will become critical consumers of information from the various sources available to them in our technological world, including the Internet.
- Students will demonstrate an appreciation for the courageous and heroic behaviors demonstrated by many whose human rights were violated in modern history, including victims and survivors of the Holocaust and other genocides.
- Students will make a commitment to continue their learning about the Holocaust and genocides as a means of furthering their understanding and helping them to work toward the creation of a more humane and more just world.
- Students will increase their voluntary involvement in causes designed to fight bigotry and hatred, and promote and preserve human rights.
- Students will continue to reassess their understanding of human nature and apply their newly acquired understandings to the way they lead their lives

Skills:

- Students will discuss general theories of human nature and relate these to personal experiences.
- Students will examine aggression and cruelty as parts of human nature.
- Students will examine the positive and negative behaviors associated with obedience, conformity and silence.
- Students will recognize the positive behavior associated with acts of courage, integrity and empathy.
- Students will compare and contrast the behavior of the perpetrator, victim, collaborator, bystander, resistor and rescuer.
- Students will develop generalizations that reflect their individual views of human nature.
- Students will define and explain the nature of prejudice as a universal human phenomenon.
- Students will define and examine contemporary examples of prejudice, scapegoating, bigotry, discrimination and genocide.
- Students will define and examine the history of anti-Semitism from ancient times to 1933..
- Students will demonstrate a factual knowledge of the life of Adolf Hitler with an emphasis on his personality traits.
- Students will form a generalization about Jewish life in Europe prior to the Holocaust.
- Students will determine why Nazi philosophy, ideology and government policies appealed to certain aspects of human nature and behavior.
- Students will examine the role of the media and propaganda in promoting Nazi ideology.
- Students will reassess their views of human nature in light of new knowledge they acquired about Hitler's life and the Nazi Party in Germany
- Students will examine policies, laws and teachings in the years immediately following the Nazi assumption of power that led to the Holocaust.
- Students will describe the changes that took place in Germany after the Nazis came to power and interpret the impact of the Nuremberg Laws on Jews living in Germany.
- Student will examine the origins, establishment, conditions and operations of the Nazi concentration camps and death camps.
- Students will examine the effects of the living conditions in the ghettos, concentration camps and death camps on the victims as reflected in literature, art and music.
- Students will analyze the involvement with and responses to Nazi persecution policies by Germans and collaborators from other nations
- Students will research the reasons why specific groups were victimized by the Nazis.
- Students will analyze the response to the Holocaust by the United States and the Allies, the world media and the American Jewish community when knowledge of the Holocaust was revealed to the world.
- Students will identify the importance of eyewitness testimony in the study of the Holocaust.
- Students will reassess their previous generalizations about human nature in light of the events of the Holocaust.
- Students will define resistance.
- Students will examine the major obstacles to defying and resisting Nazi authority.
- Students will demonstrate insight into the reasons why non-Jewish rescuers risked their lives to save Jews,
- Students will investigate countries that responded to the plight of the Holocaust victims and offered refuge.
 - Students will develop and articulate a definition of genocide.
 - Students will explain the political difficulties involved in labeling an occurrence genocide
 - Students will analyze the root causes of events other than the Holocaust that have been identified as genocides.
- Students will analyze the work of nongovernmental agencies and the creation of a permanent international criminal court in relation to the establishment of an early warning system for the prevention of genocide.
- Students will analyze the concepts of responsibility, values and morality.
- Students will be able to differentiate between a crime and a war crime.
- Students will discuss individual and collective responsibility for the Holocaust
- Students will evaluate the uniqueness and universality of the Holocaust.

- Students will examine post-Holocaust persecution of Jews in Eastern Europe.
- Students will examine the impact of the Holocaust upon post-Holocaust life of survivors, their children and their grandchildren.
- Students will reflect upon and demonstrate the meaning of their study of the Holocaust and genocides for their future and that of society.
- Students will reevaluate their previous generalizations about human nature.

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> ● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> ○ Epilogue <ul style="list-style-type: none"> ■ Pgs. 590-591 ● The Holocaust and Genocide the Betrayal of Humanity Curriculum Guide Grades 9-12 <ul style="list-style-type: none"> ○ UNIT I: AN INTRODUCTION TO A STUDY OF THE HOLOCAUST AND GENOCIDE: THE NATURE OF HUMAN BEHAVIOR <ul style="list-style-type: none"> ■ Introduction. ■ Unit Goal, Performance Objectives, Teaching/Learning Strategies and ■ Activities, and Instructional Materials/Resources Readings Included in This Unit (list) ■ Reprints of Readings <ul style="list-style-type: none"> ○ UNIT II: AN INTRODUCTION TO A STUDY OF THE HOLOCAUST AND GENOCIDE: VIEWS OF PREJUDICE AND GENOCIDE 	<ul style="list-style-type: none"> ● The Boy in the Striped Pajamas ● The Terrible Things ● Holocaust Webquest ● United States Holocaust Memorial Museum ● The Crime of the Bystander in the Holocaust ● Holocaust DBQ ● The Importance of Holocaust Remembrance ● Human Nature Opinion Survey

- Introduction
- Unit Goal, Performance Objectives, Teaching/Learning Strategies and Activities, and Instructional Materials/Resources
- Readings Included in This Unit (list)
- Reprints of Readings
- UNIT III: THE RISE OF NAZISM IN GERMANY:PRELUDE TO THE HOLOCAUST
 - Introduction
 - Unit Goal, Performance Objectives, Teaching/Learning Strategies and
 - Activities, and Instructional Materials/Resources
 - Readings Included in This Unit (list)
 - Reprints of Readings
- UNIT IV: FROM PERSECUTION TO MASS MURDER:THE HOLOCAUST
 - Introduction
 - Unit Goal, Performance Objectives, Teaching/Learning Strategies and
 - Activities, and Instructional Materials/Resources
 - Readings Included in This Unit (list)
 - Reprints of Readings

Accommodations/Modifications

Assessment

<p>(ELL, Students with IEPs, 504s, Gifted Learners, At Risks) <i>Each group must be listed separately</i></p>	<p>(All forms must be identified)</p>
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words <p>Special Education</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions <p>504 Plans</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions <p>Gifted and Talented</p> <ul style="list-style-type: none"> ● Extension activities ● Opportunities for Critical Thinking ● Problem Solving/Design Challenges ● Technology Integration ● Student Choice Activities ● Student Driven Activities ● Group Projects ● Tiered Activities <p>Students at Risk of School Failure</p> <ul style="list-style-type: none"> ● Extended Time ● Flexible Grouping 	<p>Formative:</p> <ul style="list-style-type: none"> ● Strategic Questioning Strategies ● Observation ● Hand Signals ● Student Conference ● Inside-Outside Circle ● One Word Summary ● Likert Scale ● Socratic Seminar ● Gallery Walk ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Writing Prompts ● Exit/Admin Tickets ● Classroom Games ● Self-assessment ● Class discussions ● Peer modeling ● Self-assessment <p>Summative:</p> <ul style="list-style-type: none"> ● Chapter/Unit Test ● Quizzes ● Presentations ● Unit Projects ● Problem Based Projects <p>Benchmark:</p> <ul style="list-style-type: none"> ● State Standardized Assessments ● Quarterly Benchmark Assessment <p>Alternate:</p> <ul style="list-style-type: none"> ● Portfolio Project ● Modified assignments

- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

Unit 4 Overview

Unit Summary:

The Civil War began when several southern states seceded from the Union and created the Confederate States of America following the Election of 1860. Both the North and the South used their advantages in planning military strategy. The North's resources included transportation, industry, thriving economy, large population, and a strong president. The South relied heavily on King Cotton to develop overseas allies, knowledge of the land, and strong military leadership. New weapons made fighting the war more dangerous. The Emancipation Proclamation freed enslaved people in areas of rebellion in 1863, changing the purpose of the war into a fight to end slavery. Approximately 189,000 African Americans served in the Union army and navy, most famously the all-black 54th Massachusetts regiment. Major Confederate losses in Vicksburg and Gettysburg marked a turning point in the war. Confederate General Robert E. Lee surrendered to Ulysses S. Grant on April 9, 1865, at Appomattox Courthouse. Some 620,000 soldiers died in the war. New estimates based upon digital scanning place the current death toll at 750,000.

Beyond the physical rebuilding of the South, two major issues faced the nation after the Civil War: under what conditions would the 11 states that had seceded be returned to the Union and what would be the economic, political, and social future of 4 million freed African Americans, most of whom lived in the South. The Republicans wanted to secure the protection of the freedmen and obtain an oath of loyalty from seceded states before they would be allowed back into the Union. Freed African Americans sought the right to vote, in addition to educational and economic opportunities. Southern whites wanted to turn back the clock as much as possible and keep African Americans in subservient positions. Before he was assassinated, Lincoln presented a lenient plan for reunion. Andrew Johnson, who succeeded Lincoln, also offered a lenient plan. However, former Confederate leaders were soon gaining control of their state governments and thwarting efforts of freedmen to gain political and economic power. In response, Congress passed the Civil Rights Act of 1866 and overrode Johnson's veto of the Fourteenth Amendment. Radical Reconstruction, fashioned by congressional Republicans, brought changes to the South that advanced the rights of African Americans. This would not last, as southern whites violently opposed these efforts. Any hope of federal help ended when Rutherford B. Hayes agreed to remove federal troops from the South in exchange for help in the House of

Representatives to win his election. By 1876, the Southern states were back in the Union and free to establish their own laws limiting the opportunities of African Americans. These laws remained unchallenged by the federal government until well into the 20th century.

Enduring Understandings:

- Historical events may have single, multiple, direct and indirect causes and effects.
- Historical contexts and events shaped and continue to shape people's perspectives.
- Historical events and developments are shaped by social, political, cultural, technological, and economic factors.
- Civic participation and deliberation are the responsibility of every member of society.
- The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.
- In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.

Essential Questions:

- What were the major turning points of the American Civil War?
- What were some of the major reasons for the fighting of the Civil War?
- Understand, compare, and contrast the different regions of the United States following the Civil War in terms of economy, population, trade, political affiliation.
- What were some of the ways in which the United states "recovered" and "reconstructed" itself following the Civil War?

Standards

6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.

6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.

6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War

6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life

6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).

6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

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

6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national level

6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body

6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.

6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level

Interdisciplinary Connections
Other Cross-Curricular Opportunities
Opportunities for SEL

RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

RH.6-8.3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

RH.6-8.6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grade 6–8 text complexity band independently and proficiently.

WHST.6-8.1. Write arguments focused on discipline-specific content.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. 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.

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

WHST.6-8.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Life and Careers	Technology
<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP3. Attend personal health and financial well-being.</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>8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information</p> <p>8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>

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.

1.1.1.A.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

1.1.1.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

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

1.1.1.A.1 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so

1.1.1.A.2 Compare and contrast product facts versus advertising claims.

9.1.8.E.4 Prioritize personal wants and needs when making purchases

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

Unit Objectives:

- The North and the South had many different strengths, strategies, and purposes in the Civil War.
- Soldiers in the Civil War came from every region, and each expected an early victory.
- The Confederates decisively won the First Battle of Bull Run.

- The South won several important victories in the East during 1862, but the Union responded with a vital triumph of its own at Antietam.
- President Lincoln's Emancipation Proclamation had an enormous effect in America and abroad.
- The Civil War affected civilians as well as soldiers.
- Many Northern and Southern women took on new responsibilities during the war.
- The Civil War led to political change and strained the economies of the North and the South.
- In the winter of 1862, and spring of 1863, the South seemed to be winning the Civil War.
- African Americans showed courage and skill as soldiers in the Union army.
- The Battle of Gettysburg marked a turn in the war as the Union forces defeated the Confederates.
- After a long, bloody summer, Union forces captured major Southern strongholds, and as a result, President Lincoln won re-election.
- After four years of fighting against unfavorable odds, the South finally surrendered.
- Government leaders disagreed about how Southern states could rejoin the Union.
- After President Lincoln was assassinated, Andrew Johnson became president and announced his plan of "Restoration".
- With a veto-proof majority, Radical Republicans were able to put their version of Reconstruction into action.
- As African Americans began to take part in civic life in the South, they faced resistance, including violence, from whites.
- Education improved for both races in the South, but sharecropping systems limited economic opportunities for African Americans.
- Democrats steadily regained control of Southern governments as support for Radical Reconstruction policies decreased.

Skills:

- List the advantages and disadvantages of the North and the South.
- Discuss the reasons soldiers would have joined the army during the war.
- Describe how the First Battle of Bull Run changed the perceptions of the outcome of the war.
- Analyze Confederate victories in the East during 1862 in relation to the strengths and weaknesses of each army.
- Explain why the Battle of Antietam is a turning point of the war.
- Compare and contrast Northern and Southern reaction to the Emancipation Proclamation.
- Examine the effects of the war on the citizenry of the North and South.
- Evaluate the effect of the war on women in the North and the South.
- Identify the political changes in the North and the South due to the war.
- Illustrate the effect of the war on the economies of the North and the South.
- Analyze Confederate victories at Fredericksburg and Chancellorsville in relation to the strengths and weaknesses of each army.
- Recognize that African Americans showed courage and skill as soldiers in the Union army; specifically evaluating the 54th Massachusetts.
- Analyze the Union victory at Gettysburg and describe why it is considered a turning point of the war.
- Analyze the Union victory at Vicksburg describe why it is considered a turning point of the war.
- Explain how and why the Gettysburg Address continues to impact American life.
- Explain the concept of total war.

- Identify the reasons why President Lincoln won reelection in 1864.
- Describe how the Union won the war through a series of victories in 1864- 1865
- Compare and contrast the approaches of Congress, President Lincoln, and President Johnson toward Reconstruction.
- Identify the Restoration plan of President Johnson.
- Analyze the effect of President Lincoln’s assassination on the Reconstruction process.
- Identify ways in which Northerners attempted to help African Americans in the South being mistreated after the war. *Amistad*
- Discuss the circumstances surrounding the Radical Republicans achieving a veto-proof majority in Congress.
- Identify the steps taken during Radical Reconstruction

Student Learning	
Core Instructional Materials and Resources	Supplemental Instructional Materials and Resources
<ul style="list-style-type: none"> ● <i>America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):</i> <ul style="list-style-type: none"> ○ Chapter 14, Section 1 (Growing Tensions Over Slavery) ○ Chapter 14, Section 2 (Compromises Fail) ○ Chapter 14, Section 3 (The Crisis Deepens) ○ Chapter 14 Section 4 (The Coming of the Civil War) ● <i>The Nystrom Atlas of United States History</i> <ul style="list-style-type: none"> ○ Era 5: Civil War and Reconstruction ○ Student Activities matching pages 52 to 55 ● <i>US History Shorts</i> <ul style="list-style-type: none"> ○ The Attack on Fort Sumter ● <i>America: The Story of US (DVD)</i> 	<ul style="list-style-type: none"> ● Cicero: History Beyond the Textbook ● Movie: “Lincoln” w/Daniel Day Lewis w/questions ● “Glory” w/Denzel Washington w/character study for the purpose of a compare/contrast essay ● History Channel: Battle of Gettysburg ● Crash Course: US History ● Cicero: History Beyond the Textbook

- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
 - Chapter 15, Section 1 (The Call to Arms)
 - Chapter 15, Section 2 (Early Years of the War)
 - Chapter 15, Section 3 (The Emancipation Proclamation)
 - Chapter 15, Section 4 (The Civil War and American Life)
 - **Amistad**
 - Chapter 15, Section 5 (Decisive Battles)
- *The Nystrom Atlas of United States History*
 - Era 5: Civil War and Reconstruction
Student Activities
matching pages 56 to 61
- The DBQ Project Mini Qs:
 - The Battle of Gettysburg: Why Was it a Turning Point?
- *US History Shorts*
 - The Lincoln Years
 - The Confederacy Surrenders
- *America: The Story of US (DVD)*
- *America History of Our Nation, Beginnings Through 1877 (Customized Toms River Edition):*
 - Chapter 16, Section 1 (Rebuilding the Nation)
 - Chapter 16, Section 2 (The Battle Over Reconstruction)
 - Chapter 16, Section 3 (The End of Reconstruction)
- *The Nystrom Atlas of United States History*
 - Era 5: Civil War and Reconstruction
 - Student Activities matching pages 60 to 61

<ul style="list-style-type: none"> ● The DBQ Project Mini Qs: <ul style="list-style-type: none"> ○ North or South: Who Killed Reconstruction? ● <i>US History Shorts</i> <ul style="list-style-type: none"> ○ Rebuilding the South ● <i>America: The Story of US</i> (DVD) ● Textbook ● Atlas of United States History ● The Story of Us ● History Makers (on Washington and Adams) from <i>Creating America</i> resources ● Cicero: History Beyond the Textbook ● Crash Course History – YouTube ● United Streaming ● Glory (1989) ● Gettysburg (1993) ● Gods and Generals (2003) ● The Civil War (1990) 	
<p style="text-align: center;">Accommodations/Modifications (ELL, Students with IEPs, 504s, Gifted Learners, At Risk) <i>Each group must be listed separately</i></p>	<p style="text-align: center;">Assessment (All forms must be identified)</p>
<p>English Language Learners</p> <ul style="list-style-type: none"> ● Provide clear and specific directions ● Allow for alternate forms of responses- drawing or speaking instead of writing to demonstrate knowledge when you are not specifically assessing writing ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions ● Allow the use of an online dictionary to look up the definition and hear the pronunciation of unknown words <p>Special Education</p> <ul style="list-style-type: none"> ● Utilize graphic organizers to help provide a purpose for reading and increase comprehension ● Assign peer tutor ● Provide clear and specific directions ● Provide class notes ahead of time to allow students to preview material and increase comprehension ● Provide extended time ● Simplify written and verbal instructions 	<p>Formative:</p> <ul style="list-style-type: none"> ● Strategic Questioning Strategies ● Observation ● Hand Signals ● Student Conference ● Inside-Outside Circle ● One Word Summary ● Likert Scale ● Socratic Seminar ● Gallery Walk ● Homework ● Class Participation ● Whiteboards/communicators ● Think-Pair-Share ● Do-Now ● Writing Prompts ● Exit/Admin Tickets ● Classroom Games ● Self-assessment ● Class discussions ● Peer modeling <p>Summative:</p> <ul style="list-style-type: none"> ● Chapter/Unit Test

504 Plans

- Utilize graphic organizers to help provide a purpose for reading and increase comprehension
- Assign peer tutor
- Provide clear and specific directions
- Provide class notes ahead of time to allow students to preview material and increase comprehension
- Provide extended time
- Simplify written and verbal instructions

Gifted and Talented

- Extension activities
- Opportunities for Critical Thinking
- Problem Solving/Design Challenges
- Technology Integration
- Student Choice Activities
- Student Driven Activities
- Group Projects
- Tiered Activities

Students at Risk of School Failure

- Extended Time
- Flexible Grouping
- Small Group Instruction
- Peer Buddies
- Graphic Organizers
- Chunking Information
- Scaffolded Questioning
- Tiered Activities
- Manipulatives
- Modified Assignments
- Preferential Seating
- Visual Cues/Modeling
- Technology Integration
- Assistive Technology

- Portfolio
- Quizzes
- Presentations
- Unit Projects
- Problem Based Tasks

Benchmark:

- State Standardized Assessments
- Quarterly Benchmark Assessment

Alternate:

- Portfolio Project
- Modified assignments