

Clinton-Glen Gardner School District



Curriculum Management System

Social Studies

Grades 8

August 2015

*** For adoption by all regular education programs as specified and for adoption or adaptation by all Special Education Programs in accordance with Board of Education Policy #2200.**

**Board Approved: August 25, 2015
Revised: August 15, 2015**

CLINTON-GLEN GARDNER SCHOOL DISTRICT

ADMINISTRATION

Dr. Seth Cohen, Superintendent/Principal
Mrs. Lisa J. Craft, Business Administrator
Mrs. Jacqueline Turner, Assistant Principal
Mrs. Jenine Kastner, Supervisor of Special Services

BOARD OF EDUCATION

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Acknowledgments

The following individuals are acknowledged for their assistance in the preparation of this Curriculum Management System:

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Clinton-Glen Gardner School District

Mission

The mission of the Clinton-Glen Gardner School District is to inspire our students to become contributing members of society who are independent, innovative, life-time learners equipped with the necessary skills to meet the demands of our ever-changing world.

Philosophy

In today's world, students are faced with complex challenges that have global implications and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare students to become global citizens. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

Social studies provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. The curriculum fosters the development of students who:

- Are civic minded, globally aware, and socially responsible
- Exemplifies fundamental values of American citizenship through active participation in local and global communities
- Make informed decisions about local, state, national, and global events based on inquiry and analysis
- Consider multiple perspectives, value diversity, and promote cultural understanding
- Recognize the implications of an interconnected global economy
- Appreciate the global dynamics between people, places, and resources
- Communicate ideas by identifying a problem, developing a solution and sharing with others

**New Jersey State Department of Education
Core Curriculum Content Standards**

A note about Social Studies Standards and Cumulative Progress Indicators.

The 2014 Social Studies Standards provide the foundation for creating local curricula and developing meaningful assessments. This curriculum was revised to reflect minor revisions made to the 2009 Social Studies Standards for one of the following four reasons - to provide clarity, increase accuracy, adjust pedagogical expectations or to address grammatical issues. The revisions that were made are intended to clarify the document and do not reflect major changes to the standards. In addition, several new skills were added to the Skills Table to reflect the expectations of the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects.

Grade 8 Social Studies

Scope and Sequence

Quarter I	
<p>Topic: The Jackson Era</p> <p>I. Evaluate key political and social events that shaped the Jackson era.</p> <ol style="list-style-type: none"> a. Jacksonian Democracy b. Conflicts Over Land c. Jackson and the Bank 	<p>Topic: Manifest Destiny</p> <p>II. Discuss the aspects of Manifest Destiny that influenced the westward movement.</p> <ol style="list-style-type: none"> a. The Oregon Country b. Independence for Texas c. War with Mexico d. California and Utah
<p>Topic: North and South</p> <p>III. Discuss the growth of cities and industries throughout the country and explain the impact immigration had on the region.</p> <ol style="list-style-type: none"> a. The North's Economy b. The North's People c. Southern Cotton Kingdom d. The South's People 	<p>Topic: The Age of Reform</p> <p>IV. Understand religious influence and social reform in the United States.</p> <ol style="list-style-type: none"> a. Social Reform b. The Abolitionists c. The Women's Movement
<p>21st Century Skills (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> • Creativity & Innovation • Critical Thinking & Problem Solving • Communication & Collaboration • Media Literacy • Information Literacy • Information, Communication & Technology 	
<p>21st Century Themes (The ones that apply for this unit are in bold)</p> <ul style="list-style-type: none"> • Global Awareness • Financial, Economic, Business and Entrepreneurial Literacy • Civic Literacy • Health Literacy • Environmental Literacy 	

Technology Infusion

<http://www.state.nj.us/education/>, Internet, Web Quests, content-related websites, wireless laptop computers, computer laboratory, classroom computers, SMART Boards, CDs, DVDs, webinars, video streaming, podcasting

Assessment

District End of Unit Benchmark

Differentiation

Refer to District Tool Kit for Differentiation

Interdisciplinary Connections

The Social Studies Curriculum is often connected to themes in our Language arts Curriculum and through application of skills in Reading Literature, Reading Informational Text, and Writing. Resources such as those located in the **Amistad Curriculum** and the **NJ Commission on Holocaust Education** which provide PowerPoints, lesson plans, biographies, interactive maps, timelines, and primary source documents to facilitate interdisciplinary connections.

*ELA: RI.8.1-10, RH.SS.8.1-10, WH.SS.1-10, Science: 5.1.8.B.2, 5.1.8.C.2-3, Arts: 1.3.8.D.5, Technology: 8.1.8.A.3, 8.1.8.A.5, 8.1.8.D.3, 8.2.8.A.5, World Language: 7.1.NM.A., 321st Century Life/Careers:9.1.8.A.1-2, 9.1.8.C.2-3, 9.1.8.D.1-3, 9.1.12.A.1, 9.1.12.C.3-5

Careers

Applicable career options are discussed as they arise throughout the social studies program. Career options include, but are not limited to, the following career clusters: Agriculture, Food, and Natural Resources Career Cluster; Architecture and Construction Career Cluster; Arts, A/V Technology, and Communications Career Cluster; Business, Management, and Administration Career Cluster; Education and Training Career Cluster; Finance Career Cluster; Government and Public Administration Career Cluster; Health Science Career Cluster; Human Services Career Cluster; Information Technology Career Cluster; Law, Public Safety, Correction, and Security Career Cluster; Manufacturing Career Cluster; Marketing Career Cluster; Science, Technology, Engineering and Mathematics Career Cluster; Transportation, Distribution, and Logistics Career Cluster.

Quarter II

Topic: Toward Civil War

- V. Compare and contrast the North and South during the Civil War.
- Slavery and the West
 - A Nation Dividing

Topic: A Torn Nation

- VI. Explain states rights and the outbreak of the war.
- Challenges in Slavery
 - Secession and War

Topic: The Civil War

- VII. Examine the strengths and weaknesses of the North and the South.
- The Two Sides
 - Early stages of the War
 - Life During the War

Topic: The War Continues

- VIII. Identify the social, political, and economical that occurred after the war.
- The Strain of War
 - The War's Final Stages

21st Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- **Media Literacy**
- **Information Literacy**
- **Information, Communication & Technology**

21st Century Themes (The ones that apply for this unit are in bold)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- **Environmental Literacy**

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Quarter III

Topic: Reconstruction

- IX. Examine the political changes in the South
- a. Reconstruction Plans
 - b. Radicals in Control

Topic: The New South

- X. Discuss political, socially, and economical changes in the South during reconstruction.
- a. The South During Reconstruction
 - b. Change in the South

Topic: Opening the West

- XI. Discuss the affects of mining town in the West.
- a. The Mining Booms
 - b. Ranchers and Farmers

Topic: Western Expansion Continues

- XII. Examine the effects of westward on Native American tribes.
- a. Native American Struggles
 - b. Farmers in Protest

21st Century Skills (The ones that apply for this unit are in bold)

- **Creativity & Innovation**
- **Critical Thinking & Problem Solving**
- **Communication & Collaboration**
- Media Literacy
- Information Literacy
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Quarter IV

Topic: The Industrial Age

XIII. Describe the changes in transportation with the expansion of the rail system.

- a. Railroads Lead the Way
- b. Inventions

Topic: The Growth of Industries

XIV. Evaluate working conditions in factories and the formation of unions.

- a. An age of Big Business
- b. Industrial Workers

Topic: An Urban Society

XV. Examine the wave of new immigrants in America and the expansion of urban life.

- a. The New Immigrants
- b. Moving to the City
- c. Changing Culture

Topic: The Constitution

XVI. Review the Constitution and the forms of government and principles outlined in it.

- a. Constitution Handbook
- b. Checks and Balances
- c. Federal and State Powers

21st Century Skills (The ones that apply for this unit are in bold)

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- **Critical Thinking & Problem Solving**
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Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Social Studies	Topic: Jacksonian Democracy	
		Goal 1: The student will be able to identify the problems that challenged the Jackson presidency and the actions he took to resolve them.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.1. Explain how political beliefs shaped Andrew Jackson's presidency. (6.1.8.A.4.c)</p> <p>1.2. Understand how Andrew Jackson's presidency affected Native Americans. (6.1.8.B.4.b)</p> <p>1.3. Describe how economic issues affect the president and presidential elections. (6.1.8.C.4.a)</p> <p>1.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>1.5. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>	<p>Essential Questions: How did political beliefs and events shape Andrew Jackson's presidency? How did Andrew Jackson's presidency affect Native Americans? How do economic issues affect the president and presidential elections?</p> <p>Conceptual Understandings: The Jackson era was a time of conflict with Native Americans. The government created the Indian Territory in the West and forced many Native Americans to move away from their homelands.</p>	<p>Learning Activities: Organizational foldable Outline notes 3R Comprehension responses</p> <p>Assessment Models: Completed activities Chapter quiz Student responses</p> <p>Additional Resources: Read aloud Weblinks http://www.glencoe.com/ose</p>

Suggested days of Instruction	Curriculum Management System	Topic: Jacksonian Democracy	
	Subject/Grade Level: Grade 8 Social Studies	Goal 1: The student will be able to identify the problems that challenged the Jackson presidency and the actions he took to resolve them.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>1.6. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>1.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>1.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>1.9 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences (8.2.5.A.4)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Manifest Destiny	
	Subject/Grade Level: Grade 8 Social Studies	Goal 2: The student will be able to explain the impact of Manifest Destiny and the influence of the western movement in an increasingly expanding nation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.1. Discuss how the belief in Manifest Destiny influenced western settlement. (6.1.8.A.4.b)</p> <p>2.2. Explain why Texas fought for independence from Mexico. (6.1.8.A.4.a)</p> <p>2.3. Describe how Mexican lands in the West became part of the United States. (6.1.8.D.4.a)</p> <p>2.4. Summarize the effects of the Gold Rush on California history. (6.1.8.B.4.b)</p> <p>2.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>2.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>	<p>Essential Questions: How did the belief in Manifest Destiny influence western settlement? Why did Texans fight for their independence from Mexico? How did Mexican lands in the West become part of the United States? What factors affected the settlement of California and Utah in the West?</p> <p>Conceptual Understandings: Families left everything familiar behind when they made the often uncomfortable and dangerous trip to the Western frontier. Several nations claimed the Oregon Country, but many Americans wanted the land for its access to the Pacific Ocean. People from the United States and Mexico began to settle in Texas in hopes of success. Meanwhile, the Mormons were settling in the Utah Territory as the religious movement sprang up in the West.</p>	<p>Learning Activities: Learning center based activities Small group reading sessions Online Glencoe activities Journal writing</p> <p>Assessment Models: Small group presentations Journal responses Chapter test</p> <p>Additional Resources: Picture books Primary documents</p>

Suggested days of Instruction	Curriculum Management System	Topic: Manifest Destiny	
	Subject/Grade Level: Grade 8 Social Studies	Goal 2: The student will be able to explain the impact of Manifest Destiny and the influence of the western movement in an increasingly expanding nation.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>2.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>2.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>2.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Social Studies	Topic: North and South	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.1. Describe the innovations in industry, travel, and communications that changed the lives of Americans in the 1800's. (6.1.8.C.4.b, 6.1.8.C.4.c)</p> <p>3.2. Discuss the impact of immigration on cities, industries, and culture in the North. (6.1.8.D.4.b)</p> <p>3.3. Explain how the South's industry and economy differed from the North's industry and economy. (6.1.8.D.5.a)</p> <p>3.4. Describe how unique elements of culture developed among enslaved African Americans in the South. (6.1.8.D.4.c)</p> <p>3.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p>	<p>Essential Questions:</p> <p>What innovations in industry, travel, and communications changed the lives of Americans in the 1800's?</p> <p>How did immigration have an impact on cities, industry, and culture in the North?</p> <p>How did the South's industry and economy differ from the industry and economy in the North?</p> <p>How did unique elements of culture develop among enslaved African Americans in the South?</p> <p>Conceptual Understandings:</p> <p>Innovation transformed American life. Cities grew rapidly in the mid-1800s, especially in the North. Jobs in factories drew people from the countryside and from other nations, transforming towns into cities.</p>	<p>Learning Activities:</p> <p>Reading Strategy-Making Connections Vocabulary review Narrative Writing Journal response</p> <p>Assessment Models:</p> <p>Pair and share Chapter quiz Written responses</p> <p>Additional Resources:</p> <p>Read aloud Glencoe online textbook Blogging</p>

Suggested days of Instruction	Curriculum Management System	Topic: North and South	
	<u>Subject/Grade Level:</u> Grade 8 Social Studies	Goal 3: The student will be able to describe the innovations in industry, travel, and communications that changed the lives of Americans in the 1800's. They will also develop a deeper understanding of the North and South's industry and economic differences.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>3.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>3.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>3.8. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>3.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: The Age of Reform	
	Subject/Grade Level: Grade 8 Social Studies	Goal 4: The student will be able to develop a deeper understanding of the Second Great Awakening and its influence on social and educational reforms. Students will also explore influence from abolitionists and women's rights movements.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>4.1. Describe how religion influenced the social reform in the United States during the early and mid-1800's. (6.1.8.C.4.c)</p> <p>4.2. Explain how abolitionists influenced the antislavery movement. (6.1.8.D.4.b)</p> <p>4.3. Explain the effects of the women's rights movement of the middle to late 1800's. (6.1.8.D.4.c)</p> <p>4.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>4.5. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>4.6. Model leadership skills</p>	<p>Essential Questions: How did religion influence the social reform in the United States during the early and mid-1800's? How did abolitionists influence the antislavery movement? What were the effects of the women's rights movement of the middle to late 1800's?</p> <p>Conceptual Understandings: Certain people were not permitted to attend school in the 1800's. African Americans and some females were often denied the right to receive a public education. During the early part of the 1800's, some American's called for an end to slavery and felt it was morally wrong.</p>	<p>Learning Activities: Reading Strategy – Identifying Poem writing Journal response Learning centers -Theme: Character Inferencing</p> <p>Assessment Models: Learning center rubric Chapter Standardized Test Practice Student responses</p> <p>Additional Resources: Read aloud Weblinks Books on the slavery Movie</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Age of Reform	
	Subject/Grade Level: Grade 8 Social Studies	Goal 4: The student will be able to develop a deeper understanding of the Second Great Awakening and its influence on social and educational reforms. Students will also explore influence from abolitionists and women's rights movements.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>4.7. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>4.8. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p> <p>4.9 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences (8.2.5.A.4)</p>		

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	<u>Subject/Grade Level:</u> Grade 8 Social Studies	Goal 4: The student will be able to develop a deeper understanding of the Second Great Awakening and its influence on social and educational reforms. Students will also explore influence from abolitionists and women's rights movements.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model

Suggested days of Instruction	Curriculum Management System	Topic: Toward Civil War	
	Subject/Grade Level: Grade 8 Social Studies	Goal 5: The student will be able to understand the conflict over slavery and other regional tensions that led to the Civil War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.1. Evaluate the effectiveness of compromises that Congress made to address slavery and sectionalism. (6.1.8.8.D.4.b)</p> <p>5.2. Explain how popular sovereignty led to violence in Kansas. (6.1.8.C.4.a)</p> <p>5.3. Discuss the significance of the Dred Scott decision. (6.1.8.C.5.a, 6.1.8.A.4.a)</p> <p>5.4. Explain the theory of states' rights and discuss its role in the outbreak of the Civil War. (6.1.8.D.4.b)</p> <p>5.5. Use multiple points of view to create alternative solutions. (9.1.8.B.1)</p> <p>5.6. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p>	<p>Essential Questions: Did the compromises that Congress made effectively address slavery and sectionalism? How did popular sovereignty lead to violence in Kansas? Was the significance of the Dred Scott decision?</p> <p>Conceptual Understandings: Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p>	<p>Learning Activities: Time line activity Organizational foldable Newspaper project Blogging</p> <p>Assessment Models: Project rubric Completed time line Organized foldable Chapter test</p> <p>Additional Resources: Read aloud Worksheets Glencoe short video clip Primary documents</p>

Suggested days of Instruction	Curriculum Management System	Topic: Toward Civil War	
	<u>Subject/Grade Level:</u> Grade 8 Social Studies	<u>Goal 5:</u> The student will be able to understand the conflict over slavery and other regional tensions that led to the Civil War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>5.7. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>5.8. Employ appropriate conflict resolution strategies. (9.1.8.D.1)</p> <p>5.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>5.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: The Civil War	
	Subject/Grade Level: Grade 8 Social Studies	Goal 6: The student will be able to understand the military strategy, political struggle, outcome, and legacy of the Civil War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>6.1. Identify the strengths and weaknesses of the North and the South.</p> <p>6.2. Explain why neither the North nor the South had a distinct advantage in the early stages of the war. (6.1.8.C.5.a)</p> <p>6.3. Discuss the social, political, and economic changes that occurred as a result of the war. (6.1.8.D.5.c)</p> <p>6.4. Understand how the battles of Vicksburg and Gettysburg changed the course of the war. (6.1.8.A.5.a)</p> <p>6.5. Describe the events that led to the end of the Civil War. (6.1.8.D.5.b, 6.1.8.D.5.d)</p> <p>6.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking</p>	<p>Essential Questions:</p> <p>What were the strengths and weaknesses of the North and the South?</p> <p>Why did neither the Union nor the Confederacy gain a strong advantage during the early years of the war?</p> <p>What social, political, and economic changes resulted from the war?</p> <p>How did the events at Gettysburg and Vicksburg change the course of the war?</p> <p>What events led to the end of the Civil War?</p> <p>Conceptual Understandings:</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The North and South had many different strengths, strategies, and purposes in the Civil War, which led to four long years of deadly fighting and devastation.</p>	<p>Learning Activities:</p> <p>Power Point activity on a Civil War battle</p> <p>Small group reading</p> <p>Journal prompt</p> <p>Assessment Models:</p> <p>Chapter test</p> <p>Power Point rubric</p> <p>Journal responses</p> <p>Additional Resources:</p> <p>Read aloud</p> <p>Blogging</p> <p>Research books on the Civil War</p> <p>Mobile lab</p>

Suggested days of Instruction	Curriculum Management System	Topic: The Civil War	
	<u>Subject/Grade Level:</u> Grade 8 Social Studies	<u>Goal 6:</u> The student will be able to understand the military strategy, political struggle, outcome, and legacy of the Civil War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and problem-solving skills. (9.1.8.A.1)</p> <p>6.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>6.8. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>6.9. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>6.10. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Reconstruction and the New South	
	Subject/Grade Level: Grade 8 Social Studies	Goal 7: The student will be able to understand the political struggle, accomplishments, and failures of Reconstruction in the years following the Civil War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>7.1. Contrast the different plans to unify the nation after the Civil War. (6.1.8.A.5.b)</p> <p>7.2. Discuss the results of Radical Reconstruction. (6.1.8.D.5.b)</p> <p>7.3. Describe how government in the Southern states changed during Reconstruction. (6.1.8.B.5.a)</p> <p>7.4. Explain how the South changed politically, economically, and socially when Reconstruction ended. (6.1.8.C.5.b)</p> <p>7.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>7.6. Determine an individual's responsibility for personal</p>	<p>Essential Questions: How did plans to unify the nation differ after the Civil War? What were the results of Radical Reconstruction? In what ways did government in the Southern states change during Reconstruction? How did the South change politically, economically, and socially when Reconstruction ended?</p> <p>Conceptual Understandings: The Civil War and Reconstruction had a lasting impact on the development of the United States. Enslaved African Americans were freed from slavery at the end of the Civil War and several organizations were established to assist them. African Americans, both in the former Confederacy as well as across the country struggled to achieve full equality.</p>	<p>Learning Activities: Mini-lesson activity Journal response Making inference Critical Thinking</p> <p>Assessment Models: Completed mini-lesson Journal response Standardized Test Practice</p> <p>Additional Resources: Primary source documents Graphic novels Read aloud</p>

Suggested days of Instruction	Curriculum Management System	Topic: Reconstruction and the New South	
	Subject/Grade Level: Grade 8 Social Studies	Goal 7: The student will be able to understand the political struggle, accomplishments, and failures of Reconstruction in the years following the Civil War.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>actions and contributions to group activities. (9.1.8.C.1)</p> <p>7.7. Model leadership skills during classroom and extra-curricular activities. (9.1.8.C.3)</p> <p>7.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>7.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: Opening the West	
	Subject/Grade Level: Grade 8 Social Studies	Goal 8: The student will be able to analyze the settlement of the Great Plains during the late 1800s and to examine Native Americans policies, private property rights, and the Populist movement.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>8.1. Discuss the causes and effects of mining booms in the West. (6.1.8.D.5.a)</p> <p>8.2. Explain how cattle ranchers and farmers adapted to life in the West. (6.1.8.C.4.c)</p> <p>8.3. Trace the effects of westward expansion on Native Americans. (6.1.8.B.4.a)</p> <p>8.4. Explain why economic reforms movements developed in the late 1800's. (6.1.8.A.4.a)</p> <p>8.5. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p>	<p>Essential Questions: What were the causes and effects of mining booms in the West? How did cattle ranchers and farmers adapt to live in the West? How did westward expansion affect Native Americans? Why did economic reform movements develop in the late 1800's?</p> <p>Conceptual Understandings: Towns sprang up overnight; Western areas became populated and eventually became states. Railroads connected the East and the West to form the transcontinental railroad. This created a new wave of settlers and the beginning of Boom towns.</p>	<p>Learning Activities: Persuasive essay Learning center based activities Research project on the Westward movement</p> <p>Assessment Models: Completed learning centers Project presentation Essay rubric</p> <p>Additional Resources: Books on Boom towns Glencoe movie clip http://www.glencoe.com/ose</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Social Studies	Topic: Opening the West	
		Goal 8: The student will be able to analyze the settlement of the Great Plains during the late 1800s and to examine Native Americans policies, private property rights, and the Populist movement.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	8.6. Use multiple points of view to create alternative solutions. (9.1.8.B.1) 8.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 8.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 8.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)		

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Social Studies	Topic: The Industrial Age	
		Goal 9: The student will be able to analyze the effects of various scientific discoveries and manufacturing innovations on the nature of work, the American labor movement, and businesses.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>9.1. Understand how railroad expansion affected the U.S. economy. (6.1.8.C.4.a)</p> <p>9.2. Discuss how inventions revolutionized society in the late 1800's. (6.1.8.C.4.b)</p> <p>9.3. Describe how Americans built fortunes in the oil and steel industries. (6.1.8.C.4.a)</p> <p>9.4. Explain why workers formed labor unions in the middle to late 1800's. (6.1.8.D.4.b)</p> <p>9.5. Implement problem-solving strategies to solve a problem in school or the community. (9.1.8.A.2)</p> <p>9.6. Use multiple points of view to create alternative solutions. (9.1.8.B.1)</p> <p>9.7. Determine an individual's</p>	<p>Essential Questions:</p> <p>How did railroad expansion affect the United States economy?</p> <p>How did the inventions of the late 1800's revolutionize society?</p> <p>How did Americans build fortunes in the oil and steel industries?</p> <p>Why did workers form labor unions in the middle to late 1800's?</p> <p>Conceptual Understandings:</p> <p>The industrial growth of the late 1800's created many jobs in factories. Demand to fill factory positions was high and many women entered the workforce. By 1900, more than 1 million women had joined the industrial workforce.</p>	<p>Learning Activities:</p> <p>Create a new invention or improve upon an existing one</p> <p>Journal response</p> <p>Explanatory essay</p> <p>Assessment Models:</p> <p>Invention rubric</p> <p>Chapter quiz</p> <p>Essay rubric</p> <p>Additional Resources:</p> <p>Books on the railroad</p> <p>Read aloud</p> <p>http://www.glencoe.com</p>

Suggested days of Instruction	Curriculum Management System Subject/Grade Level: Grade 8 Social Studies	Topic: The Industrial Age	
		Goal 9: The student will be able to analyze the effects of various scientific discoveries and manufacturing innovations on the nature of work, the American labor movement, and businesses.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	responsibility for personal actions and contributions to group activities. (9.1.8.C.1) 9.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3) 9.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1) 9.10 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences (8.2.5.A.4)		

Suggested days of Instruction	Curriculum Management System	Topic: An Urban Society	
	Subject/Grade Level: Grade 8 Social Studies	Goal 10: The student will be able to analyze the economic, social, and political effects of immigration and to understand the immigrant experience.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>10.1. Identify characteristics of the new wave of immigrants that arrived after 1865. (6.1.8.D.4.a)</p> <p>10.2. Relate how cities changed during the late 1800's. (6.1.8.C.4.b)</p> <p>10.3. Discuss ways American culture changed in the late 1800's. (6.1.8.C.4.a)</p> <p>10.4. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. (9.1.8.A.1)</p> <p>10.5. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>10.6. Demonstrate the use of compromise, consensus, and community building</p>	<p>Essential Questions:</p> <p>What were some characteristics of the new wave of immigrants?</p> <p>How did cities change during the late 1800's?</p> <p>In what ways did American culture change in the late 1800's?</p> <p>Conceptual Understandings:</p> <p>A new wave of immigrants arrived in America in the mid to late 1800's. Immigrants introduced their language, customs, and traditions to Americans. They were seeking better opportunities in the United States and a chance for a new start.</p>	<p>Learning Activities:</p> <p>Making inference Comprehension questions Worksheets Journal response Small group reading</p> <p>Assessment Models:</p> <p>Completed journal response Pair and share Whiteboard responses Unit quiz</p> <p>Additional Resources:</p> <p>Leveled activates Primary documents</p>

Suggested days of Instruction	Curriculum Management System	Topic: An Urban Society	
	Subject/Grade Level: Grade 8 Social Studies	Goal 10: The student will be able to analyze the economic, social, and political effects of immigration and to understand the immigrant experience.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>strategies for carrying out different tasks, assignments, and projects. (9.1.8.C.2)</p> <p>10.7. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>10.8. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		

Suggested days of Instruction	Curriculum Management System	Topic: The United States Constitution	
	Subject/Grade Level: Grade 8 Social Studies	Goal 11: The student will be able to identify aspects of the Constitution that have provided us with the framework for the United States government to preserve our basic rights as American citizens.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>11.1. Discuss the importance of citizen participation for the preservation of the U.S. political system. (6.3.A.8.2, 6.3.C.8.1)</p> <p>11.2. Examine the effectiveness of checks and balances. (6.3.D.8.1)</p> <p>11.3. Determine which branch of government is described in more detail in the Constitution. (6.3.A.8.2)</p> <p>11.4. Evaluate the reason we discuss the legislative branch first. (6.3.C.8.1, 6.3.B.8.1)</p> <p>11.5. Understand the reason Congress is required to make proceedings public. (6.3.A.8.1)</p> <p>11.6. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking</p>	<p>Essential Questions:</p> <p>Why is citizen participation essential to the preservation of the U.S. political system? What makes the system of checks and balances so affective? Which branch of government if described in more detail in the Constitution, the legislative or the judicial? What is the significance of discussing the legislative branch first? Why is Congress required to make its proceedings public?</p> <p>Conceptual Understandings:</p> <p>Not many governments have had the stability that the United States Constitution has provided. The U.S. government has three branches; the legislative branch, executive branch, and the judicial branch.</p>	<p>Learning Activities:</p> <p>Persuasive writing assignment Discuss "What in means" in the Constitution Review the Amendments Vocabulary</p> <p>Assessment Models:</p> <p>Completed essay Facts on the Constitution Quiz</p> <p>Additional Resources:</p> <p>Graphic novels Read aloud Books and videos on the Constitution</p>

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	Subject/Grade Level: Grade 8 Social Studies	Goal 11: The student will be able to identify aspects of the Constitution that have provided us with the framework for the United States government to preserve our basic rights as American citizens.	
	Objectives / Cluster Concepts / Cumulative Progress Indicators (CPI's) The student will be able to:	Essential Questions, Conceptual Understandings	Instructional Tools / Materials / Technology / Resources / Learning Activities / Interdisciplinary Activities / Assessment Model
	<p>and problem-solving skills. (9.1.8.A.1)</p> <p>11.7. Determine an individual's responsibility for personal actions and contributions to group activities. (9.1.8.C.1)</p> <p>11.8. Use effective communications skills in face-to-face and online interactions with peers and adults from home and from diverse cultures. (9.1.8.D.3)</p> <p>11.9. Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom. (9.1.8.F.1)</p>		