8th Grade Unit 1: Revolution and the New World (1754-1820s)

Content Area: **Social Studies**
Course(s): **Social Studies 8**
Time Period: **Marking Period 1**
Length: **Full Marking Period**
Status: **Published**

Performance Expectations: US History: America in the World

Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.

SOC.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.
SOC.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.
SOC.6.1.8.CivicsPI.3.c	Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
SOC.6.1.8.CivicsPI.3.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.
SOC.6.1.8.CivicsPD.3.a	Cite evidence to determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.
SOC.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.
SOC.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).
SOC.6.1.8.CivicsHR.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
SOC.6.1.8.CivicsHR.3.c	Construct an argument to explain how the expansion of slavery violated human rights and contradicted American ideals.
SOC.6.1.8.GeoSV.3.a	Use maps and other geographic tools to construct an argument on the impact of geography on the developments and outcomes of the American Revolution including New Jersey's pivotal role.
SOC.6.1.8.EconET.3.a	Identify the effect of inflation and debt on the American people and evaluate the policies of state and national governments during this time.
SOC.6.1.8.HistoryCC.3.a	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
SOC.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.
SOC.6.1.8.HistoryCC.3.c	Use geographic tools and resources to investigate how conflicts and alliances among European countries and Native American groups impacted the expansion of American territory.

SOC.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.
SOC.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.
SOC.6.1.8.HistoryUP.3.b	Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
SOC.6.1.8.HistoryUP.3.c	Analyze how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America from multiple perspectives.
SOC.6.1.8.HistorySE.3.a	Analyze how the leadership of George Washington during the American Revolution and as president allowed for the establishment of American democracy.
SOC.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.

Performance Expectations: Interdisciplinary Connections

LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.SL.8.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Performance Expectations: 21st Century Life and Career Skills

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting

with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

Performance Expectations: Technology

TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.1	Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.8.D.CS3	Exhibit leadership for digital citizenship.

Accommodations and Modifications

English Language Learners

Strategies may include:

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    - Use graphic organizer web chart
    - Identify words that create an image
    - Use pair work for students to choose recurring themes and main idea in different resources
    - Ask students to recall stories in their cultures and identify common themes
    - Post essential questions to help students identify themes

Special Education/504 Plans

Strategies may include:

- Use visuals
- Introduce key vocabulary before the lesson
- Teacher reads aloud daily
- Provide peer tutoring
- Use strong student as a "buddy"
- choral reading
- chants/songs
- preferential seating
- assign a picture ir movement to vocabulary words

- small group instruction-guided reading and guided writing
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD
- Follow IEP Modifications/504 plans
- Chunking of information
- Study Guides
- Leveled Texts
- Visual Cues and modeling
- word walls and word banks

Gifted and Talented

Strategies may include:

- personal word walls/ word rings
- introducing key vocabulary before the lesson (word clusters)
- teacher modeling
- pattern sentences

Students at Risk of School Failure

Strategies may include:

- Provide peer tutoring
- Use a strong student as a "buddy"
- use books on tape
- allow extra time to complete assignments or tests
- work in a small group
- one on one intruction
- multisensory techniques
- brain breaks
- scaffolded questioning
- modified assignments
- study guides

Assessments

Formative Assessments

- Participation/Observations
- Questioning

- Socratic Seminars
- Anecdotal Notes
- Exit Slips
- Peer/Self Assessment
- Rubrics
- Teacher-created project-based assessment
- Turn & Talk

Alternate Assessments

- Teacher-created project-based assessment
- Alternate running records
- Discussion Circles
- Turn and Talks

Benchmark Assessments

- Unit Assessment

Summative Assessments

- Final Writing Assessment
- Final Unit Assessment

Core Ideas

- Chronological sequencing helps us understand the interrelationship of historical events.

- Economic decision making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

- Examining historical sources may answer questions but may also lead to more questions.

- Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.

- Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.

- Governments have different structures which impact development (expansion) and civic participation.

- Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.

- 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.

- Members of society have the obligation to become informed of the facts regarding public issues and

to engage in honest, mutually respectful discourse to advance public policy solutions.

• Political and civil institutions impact all aspects of people's lives.

• Political, economic, intellectual, social and cultural circumstances and ideas both change and stay the same over time.

• Social and political systems have protected and denied human rights (to varying degrees) throughout time.

• 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.

Content

• Articles of Confederation and the United States Constitution

• Conflicts and alliances among European countries and Native American groups

• Creation and adaptation of the Constitution and Bill of Rights

• Formation of political parties

• Fundamental principles of the Constitution

• Goals of the Constitution

• Government impact on civil liberties

• How key principles of the Declaration of Independence evolved

• Ideals of the Declaration of Independence

• Impact of geography on the development and outcome of the American Revolution, including New Jersey's pivotal role

• Institution of slavery, including how it violated human rights and contradicted American ideals

• Leadership and decisions of early administrations of the national government

• Leadership of George Washington during the American Revolution

• New Jersey and Virginia plans

• Political and economic expansion of the United States

• Power and responsibility of citizens, political parties, interest groups, and the media in governmental and nongovernmental contexts

• Roles of socioeconomic groups, African Americans, Native Americans, and women during the American Revolution

• Treaty of Paris

• What led to the American Revolution (Seven Years War, British policies)

Resources

• American Journey Textbook

• Online databases

• Online textbook components

• Primary and secondary sources

• StoryCorp interviews