GR 8 Unit 01 Foundations in History & Unit 02 America Before and After Colonialization

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
Length: **Sept. - Oct.**
Status: **Published**

Unit Overview

Unit Title: Foundations in History & America Before and After Colonilzation

Chapters & Essential Questions:

1. The First Americans (5 days)

How did the first Americans adapt to their environments?

2. European Explorers and Settlement (3 days)

How did Europeans explore and establish settlements in the Americas?

3. The English Colonies (5 days)

What were the similarities and differences among the colonies in North America?

4. Life in the Colonies (5 days)

What was life really like in the colonies?

Standards

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: 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.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.

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.

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.

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.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.

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.

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.

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 the federal government.

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.

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.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.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.

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.

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.

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.

Materials/Activities/Resources

Core materials: History Alive! US through Industrialism https://subscriptions.teachtci.com/staff/sign_in

History Alive! US Through Industrialism Primary Source Library:
https://subscriptions.teachtci.com/shared/programs/480/reference_materials?selected_unit_id=624&tag=Primary+Source+Library

Supplemental Resources:

Newsela Social Studies Compendium: https://newsela.com/signin

Flocabulary: www.Flocabulary.com

- Colonial America

The most applicable grades for the **Amasitad curriculum** units are offered here: http://www.njamistadcurriculum.net/history/units

GRADES 5, 7 & 8 UNIT 2: INDIGENOUS CIVILIZATIONS OF THE AMERICAS (1000 -1600)

GRADES 5, 7 & 8 UNIT 4: THE EMERGING ATLANTIC WORLD (NATIVE AMERICANS, AFRICANS, EUROPEANS) (1200 -1700)

GRADES 5 & 8 UNIT 5: ESTABLISHMENT OF A NEW NATION & INDEPENDENCE TO REPUBLIC (1600 -1800)

GRADES 5 & 8 UNIT 6: THE CONSTITUTION AND THE CONTINENTAL CONGRESS (1775 -1800)

GRADES 5 & 8 UNIT 7: THE EVOLUTION OF A NEW NATION STATE (1801 -1860)

GRADE 8 UNIT 8: THE CIVIL WAR AND RECONSTRUCTION (1861 -1877)

NJ Mandated Curriculum Crosswalk Teacher Resources

Technology

- Screencastify
- Full list on district teacher page
- YouTube videos of mentor texts readings

Assessment

Formative Assessment

- Teacher Observation
- Peer Editing
- Shared Writing
- Writer's Notebook
- Graphic Organizers / Student Forms
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide
- Student Performance Checklist

Summative Assessment

- Process Pieces
- Schoolwide Rubrics
- Student Publishing
- Student Self-Reflection

Accommodations & Modifications

Special Education

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

504

- In class/pull out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Scribe
- Mixed Ability Grouping

ELL

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Additional time during intervention time
- Preferred seating
- Extended time for completing tasks
- Graphic organizers

● Vocabulary support

At-Risk of Failure

● Additional time during intervention time
● Graphic organizers
● Vocabulary support

Gifted & Talented

● Independent projects

Interdisciplinary Connections

Social Studies Connections: Storytelling

Social and Emotional Learning Connections

Learning Mindset: Self-Reflection, Noticing, Seeking Challenges, Purpose, Growth Mindset, Belonging

21st Century Life Literacies & Key Skills

Financial Health

Financial Landscape

Money Management

Career Awareness and Planning

Creativity and Innovation

Critical Thinking and Problem-solving

Digital Citizenship

Global and Cultural Awareness

Information and Media Literacy

Technology Literacy

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.