

Unit 1
Causes of the American Revolution

Dates: September - early October

Pacing Guide
Time Frame: first half of MP1

Overview

In this unit, students will analyze the causes of the American Revolution to develop an understanding of the events and factors that led to the colonists' desire for independence from Great Britain. Through a combination of readings, discussions, and critical thinking activities, students will gain a deep understanding of the historical context, key events, and important figures that shaped this pivotal period in American history.

EQs/Enduring Understandings

● **Essential Questions**

- What were the underlying causes that led the American colonies to seek independence from British rule?
- How did British policies, such as taxation and trade regulations, contribute to the growing discontent in the American colonies?
- To what extent did Enlightenment ideas influence the thinking of colonial leaders and ordinary citizens in the lead-up to the American Revolution?
- What role did key events, such as the Boston Massacre and the Boston Tea Party, play in escalating tensions between the colonies and Britain?
- How did different social groups within the colonies, including Loyalists, Patriots, and neutral colonists, perceive and respond to the causes of the American Revolution?

● **Enduring Understandings**

- Roots of Discontent:
 - Students will understand that long-standing economic, political, and social grievances were fundamental to the emergence of a desire for independence in the American colonies.
- Impact of British Policies:
 - Students will understand that specific British policies, such as taxation without representation, contributed significantly to colonial dissatisfaction and resistance.
- Influence of Enlightenment Ideas:
 - Students will understand that Enlightenment ideas, emphasizing individual rights and the role of the governed in shaping government, played a crucial role in shaping revolutionary thought.
- Escalation through Key Events:
 - Students will understand that specific events, including confrontations like the Boston Massacre and acts of protest like the Boston Tea Party, played key roles in escalating tensions between the colonies and Britain.
- Diverse Perspectives:

- Students will understand that the causes of the American Revolution were perceived and responded to differently by various social groups within the colonies, leading to a complex and multifaceted revolutionary movement.

Skill and Knowledge Objectives

- Analytical Thinking:
 - Students will analyze primary and secondary sources to identify the causes of the American Revolution.
 - They will evaluate the reliability and bias of historical documents and interpretations.
- Historical Inquiry:
 - Students will formulate research questions related to specific events, figures, or aspects of the pre-American Revolution colonies.
 - They will utilize a variety of historical sources to construct well-supported arguments.
- Critical Reading:
 - Students will critically read and interpret excerpts from key documents.
 - They will analyze the language and rhetoric used by colonial leaders to garner support for the revolution.

Assessments

Pre-Assessment:

- Distribute a pre-assessment quiz covering basic knowledge about the American colonies, the French and Indian War, key figures, and events leading up to the Revolution.
- Include questions about the economic, social, and political conditions in the colonies, as well as early signs of tension.

Formative Assessment:

- Class Discussions:
 - Engage students in regular class discussions to gauge their understanding of key concepts and events.
 - Encourage students to ask questions, share insights, and respond to their peers.
- Exit Tickets:
 - Use exit tickets at the end of each class to collect brief responses from students about the day's lesson.
 - Ask them to summarize key points or pose questions they still have.

Self-Reflection/Self-Assessment:

- Journal Entries:
 - Assign reflective journal entries at key points in the unit, asking students to express their evolving understanding of the causes of the American Revolution.
- Learning Logs:
 - Maintain learning logs where students track their progress, note challenges, and set personal goals for improvement.

Summative Assessment:

- Research Project and Presentation:
 - Culminate the unit with a research project where students investigate a specific aspect of the causes of the American Revolution and present their findings to the class.
- Exams:
 - Administer an exam that requires students to synthesize their knowledge and analyze the interconnected factors leading to the revolution.

Alternative Assessment:

- Creative Expression:

- Allow students to choose a creative outlet (art, music, drama) to express their understanding of the causes of the American Revolution.
- Role-Playing Activity:
 - Design a role-playing scenario where students take on the roles of historical figures and interact in a simulation of pre-revolutionary events.

Benchmarks

- Mid-Unit Checkpoint:
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
 - Use this information to make any necessary adjustments to your teaching approach.
- Skills Development Checkpoint:
 - Assess the development of key skills (analytical thinking, source analysis, persuasive communication) through targeted activities or assessments.
- Review Sessions:
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Resources

- Online or other resources:
 - ICivics, NJCSS, NCSS, Khan Academy, CrashCourse, Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic, IXL
- Textbooks:
 - The United States Through Industrialism (TCI C.2023), Student Interactive Notebook - The United States Through Industrialism (TCI C.2023)

Standards

NJ Student Learning Standards for (Content Area)

- 6.1.8.HistoryCC.3.a
- 6.1.8.CivicsPI.3.a
- 6.1.8.CivicsPI.3.b
- 6.1.8.CivicsDP.3.a

NJSLS Standards - Technology and other content areas

Standard 8.1 - Educational Technology:

- Integration of Technology: Integrate technology tools and resources effectively to enhance student learning in the study of the Causes of the American Revolution.
- Digital Literacy: Develop students' digital literacy skills by using online resources, databases, and digital archives to access historical information.

Lesson 1 Standard: 6.1.8.HistoryCC.3.c	Lesson 2 Standard: 6.1.8.GeoSV.4.a	Lesson 3 Standard: 6.3.8.CivicsHR.1	Lesson 4 Standard: 6.1.8.CivicsHR.4.a	Lesson 5 Standard: 6.2.8.CivicsDP.4.a
Lesson 6 Standard: 6.1.8.HistoryCC.3.a	Lesson 7 Standard: 6.1.8.HistoryCC.3.a	Lesson 8 Standard: 6.1.8.HistoryCC.3.b	Lesson 9 Standard: 6.2.8.GeoPP.4.b	Lesson 10 Standard: 6.1.8.HistoryCC.3.a
Lesson 11 Standard: 6.1.8.HistoryCC.3.b	Lesson 12 Standard: 6.1.8.HistoryUP.3.c	Lesson 13 Standard: 6.1.8.HistoryUP.3.c	Lesson 14 Standard: Review	Lesson 15 Standard: Test

Bedminster Township School
Subject Area:
Grade Level: 8

Unit 2
Revolution and the New Nation 1770-1800

Dates: 2nd half of October - first half of November

Pacing Guide
Time Frame: 2nd half of MP1

Overview

The American Revolution and the establishment of the New Nation is a crucial period in American history. In this unit, students will analyze and comprehend the historical events, and consequences of the American Revolution, as well as the establishment of the New Nation, covering the time period from 1770-1800. Through engaging activities, discussions, and assessments, students will develop a deeper understanding of the significance and impact of this period on the United States.

EQs/Enduring Understandings

● **Essential Questions**

- What were the primary causes of the American Revolution, and how did they impact different groups within the colonies?
- How did the American Revolution influence the development of a new nation, and what challenges did the United States face in its early years?
- What role did key individuals play in the American Revolution, and how did their actions shape the course of history?
- In what ways did Enlightenment ideas influence the thinking of individuals during the American Revolution?
- How did the American Revolution impact various social groups, including women, African Americans, and Native Americans?

● **Enduring Understandings**

- Revolutionary Change:
 - Students will understand that the American Revolution was a catalyst for profound social, political, and economic changes that shaped the course of American history.
- Ideological Foundations:
 - Students will understand that Enlightenment ideas, such as individual rights and representative government, played a significant role in shaping the principles of the new nation.
- Perspectives and Conflicts:
 - Students will understand that the American Revolution involved diverse perspectives, resulting in conflicts among different groups within the colonies.
- Impact on Key Individuals:
 - Students will understand that key individuals, through their actions and decisions, played pivotal roles in the success of the American Revolution and the establishment of the United States.
- Challenges of Nation-Building:

- Students will understand that the United States faced numerous challenges in its early years, including the drafting of the Constitution and the struggle to form a stable government.

Skill and Knowledge Objectives

- Understanding Historical Context:
 - Students will comprehend the historical context of the American Revolution and the formation of the new nation, focusing on the mid-18th to early 19th centuries.
- Analyze Key Events and Figures:
 - Students will analyze and evaluate the significance of key events and figures during the American Revolution and the early years of the United States.
- Critical Thinking and Analysis:
 - Develop students' critical thinking skills by examining different perspectives and causes behind the American Revolution.
- Application of Historical Thinking Skills:
 - Students will apply historical thinking skills, including sourcing, contextualization, and corroboration, to primary and secondary sources.
- Understanding the Formation of the New Nation:
 - Gain an understanding of the challenges faced by the newly-formed United States, including the drafting of the Constitution and the early years of governance.

Assessments

Pre-Assessment:

- Knowledge Quiz:
 - Administer a pre-assessment quiz to gauge students' prior knowledge of key terms, events, and figures related to the American Revolution and the early years of the United States.
- Concept Mapping:
 - Have students create a concept map illustrating their current understanding of the causes, events, and consequences of the American Revolution.
- KWL Chart:
 - Ask students to complete a KWL (Know, Want to know, Learned) chart, listing what they already know, what they want to learn, and what they expect to learn during the unit.

Formative Assessment:

- Exit Tickets:
 - Use exit tickets at the end of each class to assess students' grasp of the day's lesson and identify any lingering questions or misconceptions.
- Think-Pair-Share:
 - Conduct think-pair-share activities to encourage collaboration and discussion, allowing students to share their thoughts and questions with a partner before sharing with the class.
- Discussion Participation:
 - Assess students' participation in class discussions, emphasizing the depth of their contributions and their ability to articulate historical connections.

Self-Reflection/Self-Assessment:

- Journal Reflections:
 - Assign regular journal entries where students reflect on their understanding of key concepts, their progress, and any challenges they are encountering.

- Learning Logs:
 - Encourage students to maintain learning logs, noting areas of improvement, questions, and connections they make as the unit progresses.
- Self-Assessment Rubrics:
 - Provide self-assessment rubrics for projects or presentations, enabling students to evaluate their work based on specified criteria.

Summative Assessment:

- Unit Exam:
 - Administer a comprehensive unit exam covering the causes of the American Revolution, major events, key figures, and the formation of the new nation.
- Essay Assignment:
 - Assign an essay that requires students to synthesize their knowledge and analyze the impact of the American Revolution on the formation of the United States.
- Project Presentation:
 - Have students create and present a project that showcases their understanding of a specific aspect of the unit, incorporating visuals and research.

Alternative Assessment:

- Role-Playing Activity:
 - Organize a role-playing scenario where students take on the roles of historical figures and engage in a simulated debate or discussion.
- Creative Expression:
 - Allow students to choose a creative outlet (art, music, drama) to express their understanding of a specific event or concept from the unit.

Benchmarks

- Mid-Unit Checkpoint:
 - Conduct a mid-unit checkpoint assessment to gauge student progress, identify areas that may need additional attention, and adjust teaching strategies accordingly.
- Skills Development Checkpoint:
 - Assess the development of key skills (analytical thinking, source analysis, writing) through targeted activities or assessments.
- Review Sessions:
 - Schedule dedicated review sessions before major assessments to reinforce key concepts and address any persistent challenges.

Resources

- Online or other resources:
 - Civics, NJCSS, NCSS, Khan Academy, CrashCourse, Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic, IXL
- Textbooks:
 - *The United States Through Industrialism (TCI C.2023)*, *Student Interactive Notebook - The United States Through Industrialism (TCI C.2023)*

Standards

NJ Student Learning Standards for (Content Area and other areas, as applicable):

- 6.1.8CivicsPI.1.

- 6.1.8CivicsPI.4
- 6.1.8CivicsPD.3.
- 6.1.8CivicsPI.3.a
- 6.1.8CivicsHR.3.a.
- 6.1.8.GeoSV.3.a
- 6.1.8.HistoryCC.3.a

NJSLS Standards - Technology and other content areas

Standard 8.1 - Educational Technology:

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Social and Emotional Competencies - activities/topics [optional]

- Empathy Exercises:
 - Engage students in discussions and activities that promote empathy, encouraging them to consider the perspectives of different groups during the American Revolution. This could involve role-playing scenarios or creating empathy journals.
- Conflict Resolution:
 - Explore historical conflicts and resolutions, emphasizing the importance of diplomacy and compromise during the American Revolution. Discuss how these principles can be applied in resolving conflicts in their own lives.

Unit 2

Unit 2				
Lesson 1 Standard: 6.1.8.HistorySE.3.b	Lesson 2 Standard: 6.1.8.EconET.3.a	Lesson 3 Standard: 6.1.8.EconET.3.a	Lesson 4 Standard: 6.1.8.EconET.3.a	Lesson 5 Standard: 6.1.8.CivicsPI.3.d
Lesson 6 Standard: 6.1.8.EconET.3.a	Lesson 7 Standard: 6.1.8.HistoryUP.3.b	Lesson 8 Standard: 6.1.8.HistoryCC.3.a	Lesson 9 Standard: 6.1.8.HistoryCC.3.a	Lesson 10 Standard: 6.1.8.HistorySE.3.b
Lesson 11 Standard: 6.1.8.HistorySE.3.b	Lesson 12 Standard: 6.1.8.HistorySE.3.a	Lesson 13 Standard: 6.1.8.HistorySE.3.b	Lesson 14 Standard: 6.1.8.HistoryUP.3.a	Lesson 15 Standard: Test

Subject Area: Social Studies
Grade Level: 8
Bedminster Township School

Unit #: 3
United States Civics

Dates: Mid-November - most of March

Pacing Guide Time Frame: MP2 and MF 3

Overview

In this unit, students learn about civics.

EQs/Enduring Understandings

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- How do our interpretations of past events inform our understanding of cause and effect, continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, belief systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Skill and Knowledge Objectives

- The importance and enduring legacy of the major achievements of the people living in medieval Europe over time.
- The factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
- Identify the basic ideas on government from Thomas Hobbes and John Locke.
- Define the terms: state of nature, natural rights, sovereign.
- Trace the development of the idea of the social contract from Hobbes and Locke
- Describe the electoral process in primary and general elections.
- Compare the popular vote with the Electoral College as a means to elect government officials.
- Explain how a candidate can be elected without receiving the majority of the popular vote.
- List the six roles of the President of the United States
- Cite Article II of the Constitution as the source of the powers of the president
- Members of society must become informed of the facts regarding public issues and to engage in honest,

mutually respectful discourse to advance public policy solutions.

- Governments have different structures which impact development (expansion) and civic participation.
- Political and civil institutions impact all aspects of people's lives.
- 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.
- Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.

Assessments / Modifications

Pre-Assessment:

- Knowledge Quiz:
 - Administer a pre-assessment quiz to gauge students' prior knowledge of key terms, events, and figures related to the units listed
- Concept Mapping:
 - Have students create a concept map illustrating their current understanding
- KWL Chart:
 - Ask students to complete a KWL (Know, Want to know, Learned) chart, listing what they already know, what they want to learn, and what they expect to learn during the unit.

Formative Assessment:

- Class Discussions:
 - Engage students in regular class discussions to gauge their understanding of key concepts and events.
 - Encourage students to ask questions, share insights, and respond to their peers.
- Exit Tickets:
 - Use exit tickets at the end of each class to collect brief responses from students about the day's lesson.
 - Ask them to summarize key points or pose questions they still have.

Self-Reflection/Self-Assessment:

- Exit tickets

Summative Assessment:

- Unit Exam:
 - Administer a comprehensive unit exam covering the causes of the American Revolution, major events, key figures, and the formation of the new nation.
- Essay Assignment:
 - Assign an essay that requires students to synthesize their knowledge and analyze the impact of the American Revolution on the formation of the United States.
- Project Presentation:
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Alternative Assessment:

- Role-Playing Activity:
 - Organize a role-playing scenario where students take on the roles of historical figures and

engage in a simulated debate or discussion.

- Creative Expression:
 - Allow students to choose a creative outlet (art, music, drama) to express their understanding of a specific event or concept from the unit.

Benchmarks

- Mid-Unit Checkpoint:
 - Conduct a mid-unit checkpoint assessment to measure student progress and understanding.
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- Review Sessions:
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Writing Extensions:

- Students will identify the jobs that were used in Feudal Society and trace one's history that is still a job in today's society.
- Students will analyze how career choice is seen in the Modern World but was not prevalent in the Medieval Feudal Society.

Resources

- *Online or other resources:*
 - ICivics, NJCSS, NCSS, Khan Academy, CrashCourse,
- *Textbooks:*
 - *The United States Through Industrialism (TCI C.2023), Exploring Civics & Economics (McGraw Hill C.2024), We The People: The Citizen and the Constitution edition 3 (Center for Civic Education C.2017)*

Standards

NJ Student Learning Standards for (Content Area):

- 6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.
- 6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).
- 6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.
- 6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people's lives and share this information with individuals who might benefit from this information
- 6.2.8.CivicsPI.4.a: Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
- 6.2.8.CivicsDP.4.a: Cite evidence of the influence of medieval English legal and constitutional practices on modern democratic thought and institutions (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary).
- 6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are

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<p>Lesson 11: English Law in the First Colonies</p> <p>Materials:</p> <ul style="list-style-type: none"> https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc2ODEvNTkzNDcy/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUyODU3MzIwODM3/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUyOTQ1ODU2ODQ4/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc4MDAwNTgzMDg5/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc4MDAwMjA2NzFw/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjUyOTQ1ODkzMDYz/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc4MDAwNDg0MDEv/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc4MDAwODU4NTU0/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc4MDAwNjUzTUwv/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjY5ODU2NjE1NTY5/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc4MDAwOTYxMjAw/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc3OTkzOTAxMjU3/details <p>Activities: 1)</p>	<p>Lesson 12: The Mayflower Compact as a Foundation of American Government</p> <p>Materials:</p> <ul style="list-style-type: none"> https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjkyNzYwMTOyNjA5/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjkyNzU5MzA4ODk1/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njk0MjI4MjEzNDgw/details <p>Activities: 1)</p>	<p>Lesson 13: Puritanism and Religious Freedom</p> <p>Materials:</p> <ul style="list-style-type: none"> https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njk0NDU5MzE5MjA5/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njk0NDU5MjUzTU0/details https://inquirygroup.org/history-lessons/trials https://inquirygroup.org/history-lessons/trial-and-history-lessons-trial-and-tch-trial/ https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc0NzYzODQ5MjY5/details <p>Activities: 1)</p>	<p>Lesson 14: Limited Government</p> <p>Materials:</p> <ul style="list-style-type: none"> https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njc0NzYyNTU4MjUz/details <p>Activities: 1)</p>	<p>Lesson 15: The President</p> <p>Materials:</p> <ul style="list-style-type: none"> https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/NjQxODQzMjQ1MTkx/details https://classroom.google.com/c/NjE5MjU5ODg3OTI1a/Njk0NDI4NTAxNjIw/details <p>Activities: 1)</p>
<p>Lesson 16: The Executive Branch</p>	<p>Lesson 17: The Judicial Branch</p>	<p>Lesson 18: Citizenship</p>	<p>Lesson 19:</p>	<p>Lesson 20:</p>

Materials: <ul style="list-style-type: none"> • https://classroom.google.com/c/NjE5MjU5ODQ3OTI1/a/Njk0NDI4NTAxNjIw/details • https://classroom.google.com/c/NjE5MjU5ODQ3OTI1/a/Njk0NDI4NTAxNjIw/details Activities: <ol style="list-style-type: none"> 1) 	Materials: <ul style="list-style-type: none"> • https://classroom.google.com/c/NjE5MjU5ODQ3OTI1/a/NjY5ODYyODQ4NTAx/details Activities: <ol style="list-style-type: none"> 1) 	Materials: <ul style="list-style-type: none"> • https://classroom.google.com/c/NjE5MjU5ODQ3OTI1/a/NTkwNzU0MDQxNjI2/details Activities: <ol style="list-style-type: none"> 1) 	Materials: <ul style="list-style-type: none"> • Activities: <ol style="list-style-type: none"> 1) 	Materials: <ul style="list-style-type: none"> • Activities: <ol style="list-style-type: none"> 1)
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Subject Area: SS
Grade Level: 8
Bedminster Township School

Unit 4 Expansion and Reform 1801-1861

Dates: Late March - Mid May

Pacing Guide
Time Frame: First half of MP4

Overview

This unit explores the transformative period in 19th-century American history, spanning from the Expansion Era to the Reform Era. Students will investigate the forces driving westward expansion, from Manifest Destiny to the social and economic consequences for Native Americans. The unit delves into the profound changes brought by industrialization and urbanization, examining the challenges faced by both rural and urban communities. Through an analysis of key reform movements, including abolitionism, women's suffrage, and labor reform, students will understand the societal shifts and evolving ideologies that characterized this era.

EQs/Enduring Understandings

- **Essential Questions**
- What drove the expansion of the United States from coast to coast during the 19th century, and how did this shape the nation's identity?
- How did westward expansion impact Native American communities, and what were the consequences of government policies such as the Indian Removal Act?
- In what ways did industrialization and urbanization transform American society during the Expansion and Reform Era, and what were the social, economic, and political implications?
- What were the motivations and goals of key reform movements, including abolitionism, women's suffrage, and labor reform, and how did they contribute to societal change?
- How did the sectional tensions between the North and South lead to the outbreak of the Civil War, and what were the consequences of the war on the nation's unity and reconstruction efforts?
- What enduring challenges and achievements emerged during the Reconstruction Era, and how did they influence the trajectory of civil rights and equality in the United States?

- In what ways did the Gilded Age and Progressive Era address the social, economic, and political issues arising from industrialization, and what were the long-term impacts of these reform movements?
- **Enduring Understandings**
- **Expansion:** The westward expansion of the United States was driven by a combination of ideological beliefs such as Manifest Destiny, economic opportunities, and territorial acquisitions, shaping the nation's geographic and cultural landscape.
- **Impact on Native Americans:** The expansion had profound consequences for Native American communities, leading to forced relocations, cultural disruptions, and challenges to their traditional ways of life.
- **Industrialization and Urbanization:** The Industrial Revolution brought about significant changes in American society, leading to urbanization, technological advancements, and economic disparities that prompted various reform movements.
- **Reform Movements:** Abolitionism, women's suffrage, and labor reform were pivotal movements that aimed to address social injustices, promote equality, and reshape the nation's values and norms.
- **Sectional Tensions and Civil War:** The sectional tensions between the North and South, fueled by issues such as slavery and states' rights, culminated in the Civil War, profoundly impacting the nation's unity and identity.
- **Reconstruction:** The Reconstruction Era sought to rebuild the nation after the Civil War, addressing issues of civil rights and citizenship, but faced significant challenges and compromises.
- **Gilded Age and Progressive Era:** The Gilded Age witnessed economic growth alongside social and political corruption, while the Progressive Era emerged as a response to these challenges, striving for social justice, political reform, and the improvement of living conditions for all citizens.

Skill and Knowledge Objectives

Skill Objectives:

Analytical Thinking:

- Students will develop the ability to analyze primary sources, including documents, letters, and images, to gain insights into the perspectives of individuals from the Expansion to Reform Era.

Critical Evaluation:

- Students will practice critically evaluating historical events, figures, and movements, considering their causes, consequences, and varying historical interpretations.

Comparative Analysis:

- Through comparative analysis, students will compare and contrast different reform movements, economic shifts, and societal changes to understand the complexity and interconnectedness of historical developments.

Research Skills:

- Students will hone their research skills by independently investigating key figures, events, and societal changes during the 19th century, using a variety of sources.

Effective Communication:

- Students will develop effective communication skills through class debates, presentations, and written assignments, articulating their understanding of historical events and their implications.

Knowledge Objectives:

Geographical Knowledge:

- Students will acquire knowledge of the geographical expansion of the United States, understanding the acquisition of territories and the impact on the nation's borders.

Understanding Government Policies:

- Students will gain an understanding of government policies, such as the Indian Removal Act and the Reconstruction Plans, and their implications on Native American communities and post-Civil War rebuilding efforts.

Economic Knowledge:

- Students will grasp the economic transformations during the Industrial Revolution, the Gilded Age, and the Progressive Era, including the rise of industrialization, urbanization, and the resulting economic disparities.

Historical Figures and Movements:

- Students will become familiar with key historical figures, movements, and documents from the Expansion to Reform Era, including figures like Frederick Douglass, Susan B. Anthony, and the writings of the Federalist Papers.

Chronological Understanding:

- Students will develop a chronological understanding of major events, from westward expansion and the Civil War to the subsequent Reconstruction and the Progressive Era, identifying cause-and-effect relationships.

Assessments

Pre-Assessment:

- Administer a pre-assessment quiz with questions covering foundational knowledge of key topics within the Expansion to Reform Era.
- Identify areas of prior knowledge and potential gaps in understanding.

Formative Assessment:

- Conduct regular quizzes, class discussions, and small-group activities throughout the unit.
- Use formative assessments to provide ongoing feedback to students and make instructional adjustments as needed.

Self-Reflection/Self-Assessment:

- Integrate self-reflection activities such as journal entries or class discussions at key points in the unit.
- Encourage students to evaluate their understanding, identify areas for improvement, and set goals for their learning.

Summative Assessment:

- Administer a comprehensive exam, research paper, or project at the end of the unit to evaluate overall understanding.
- Assess students' ability to synthesize knowledge of key events, figures, and themes from the Expansion to the Reform Era.

Alternative Assessment:

- Include creative projects, role-playing scenarios, or multimedia presentations as alternative assessment methods.
- Provide opportunities for students to demonstrate understanding in diverse formats beyond traditional written exams.

Benchmarks:

- Establish benchmarks at the beginning of the unit to outline specific learning goals and expectations.
- Use benchmarks as reference points for tracking progress and ensuring students meet identified objectives at various stages of the learning process.

Resources

- *Online or other resources:*
 - ICivics, NJCSS, NCSS, Khan Academy, CrashCourse, Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic,

IXL

- **Textbooks:**
 - *The United States Through Industrialism (TCI C.2023), Student Interactive Notebook - The United States Through Industrialism (TCI C.2023)*

Standards

NJ Student Learning Standards for (Content Area):

- 6.1.8.HistorySE.3.a
- 6.1.8.HistoryUP.3.c
- 6.1.8.HistoryCC.3.d
- 6.1.8.CivicsDP.4.a
- 6.1.8.GeoSV.4.a
- 6.1.8.EconET.4.a
- 6.1.8.HistoryCC.4.a
- 6.1.8.EconNE.4.a
- 6.1.8.EconNE.4.b
- 6.1.8.CivicsDP.4.b
- 6.1.8.CivicsDP.4.a
- 6.1.8.HistoryCC.4.b
- 6.1.8.CivicsDP.4.a
- 6.1.8.CivicsDP.4.a
- 6.1.5.CivicsDP.2: Compare/contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights)
- 6.1.8.HistoryCC.5.a
- 6.1.8.HistoryCC.4.c
- 6.1.8.HistoryCC.4.c
- 6.1.8.HistoryCC.4.a

NJSLS standards - Technology and other content areas

Standard 8.1 - Educational Technology:

- **Integration of Technology:** Integrate technology tools and resources effectively to enhance student learning in the study of the Causes of the American Revolution.
- **Digital Literacy:** Develop students' digital literacy skills by using online resources, databases, and digital archives to access historical information.

Social and Emotional Competencies - activities/topics [optional]

- **Mindfulness Practices:**
 - Integrate mindfulness activities, such as brief mindfulness exercises or guided meditation, to help students manage stress and stay focused during class discussions and assignments.
- **Resilience and Perseverance:**
 - Discuss historical figures who demonstrated resilience and perseverance during challenging times. Connect these stories to the importance of resilience in facing personal challenges.

Lesson 1 Standard: 6.1.8.HistoryUP.3.c	Lesson 2 Standard: 6.1.8.HistoryUP.3.b	Lesson 3 Standard: 6.1.8.HistoryCC.3.d	Lesson 4 Standard: 6.1.8.GeoSV.3.a	Lesson 5 Standard: 6.1.8.EconET.3.a
Lesson 6 Standard: 6.1.8.HistoryCC.3.d	Lesson 7 Standard: 6.1.8.HistoryCC.3.d	Lesson 8 Standard: 6.1.8.HistoryUP.3.a	Lesson 9 Standard: 6.1.8.HistoryUP.3.a	Lesson 10 Standard: 6.1.8.CivicsHR.3.c
Lesson 11 Standard: 6.1.8.HistoryCC.3.b	Lesson 12 Standard: 6.1.8.CivicsPD.3.a	Lesson 13 Standard: 6.1.8.CivicsPD.3.a	Lesson 14 Standard: 6.1.8.HistorySE.3.a	Lesson 15 Standard: 6.1.8.HistoryUP.3.b

Bedminster Township School
Subject Area: Social Studies
Grade Level: #8

Unit 5
Civil War and Reconstruction (1850-1877)

Dates: 2nd Half of May - end of June

Pacing Guide
Time Frame: 2nd half of MP4

Overview

The Civil War and Reconstruction unit takes students through a crucial part of American history. They will explore what led to the Civil War, and learn the tension points like slavery and the major battles that shaped the conflict. The aftermath, during Reconstruction, becomes a focal point as students investigate the efforts to rebuild the nation. They will also examine policies, like the Emancipation Proclamation, and the challenges faced in creating a new societal order. Through debates, reading primary sources like letters and speeches, and some creative projects, they get to know the people, events, and changes that shaped this period.

EQs/Enduring Understandings

Essential Questions:

- What factors fueled the tensions between the Northern and Southern states, ultimately leading to the outbreak of the Civil War?
- In what ways did the institution of slavery contribute to the complex socio-political landscape of the 1850s and the subsequent conflict?
- How did the Emancipation Proclamation impact the course of the Civil War and alter the trajectory of American history?
- What were the primary goals of Reconstruction, and to what extent were these goals achieved in rebuilding the nation?
- How did the experiences of different groups, including African Americans and women, evolve during the Civil War and Reconstruction era?

- In what ways did the unresolved issues of Reconstruction continue to shape the United States in the post-Reconstruction period?

Enduring Understandings:

Complex Causes of Conflict:

- Students will understand that the tensions leading to the Civil War were multifaceted, rooted in economic, social, and political differences between the Northern and Southern states.

Impact of Slavery:

- Students will comprehend the profound influence of slavery on the 1850s society and politics, recognizing its role as a central catalyst for the Civil War.

Emancipation's Transformative Effect:

- Students will appreciate the transformative impact of the Emancipation Proclamation, recognizing its role in reshaping the Civil War's trajectory and contributing to the broader struggle for civil rights.

Reconstruction Challenges and Achievements:

- Students will recognize the goals of Reconstruction and evaluate the extent to which they were achieved, understanding the challenges faced in rebuilding the nation after the Civil War.

Evolving Experiences of Different Groups:

- Students will gain insights into how the experiences of African Americans and women evolved during the Civil War and Reconstruction, recognizing changes in their roles and rights.

Legacy of Unresolved Issues:

- Students will understand that the unresolved issues of Reconstruction continued to influence the United States, shaping its trajectory in the post-Reconstruction period and leaving a lasting impact on the nation's history.

Skill and Knowledge Objectives

Historical Analysis:

- Students will develop the ability to analyze primary and secondary sources related to the Civil War and Reconstruction, extracting essential information, and discerning multiple perspectives.

Critical Thinking:

- Students will enhance critical thinking skills by evaluating the causes and consequences of historical events, considering the complex factors that led to the Civil War, and assessing the efficacy of Reconstruction policies.

Research and Inquiry:

- Students will refine their research and inquiry skills by conducting investigations into significant figures, events, and policies of the Civil War and Reconstruction era, utilizing a variety of sources.

Argumentation and Debate:

- Students will build argumentative skills by engaging in debates on key issues, such as states' rights, slavery, and Reconstruction policies, and supporting their positions with evidence from historical sources.

Synthesis of Information:

- Students will develop the ability to synthesize information from various sources, constructing a comprehensive understanding of the Civil War and Reconstruction and communicating their insights coherently.

Knowledge Objectives:

Historical Context:

- Students will acquire a deep understanding of the historical context of the 1850s, including the economic, social, and political factors that contributed to the sectional tensions.

Civil War Events and Strategies:

- Students will gain knowledge of the major battles, strategies, and key figures of the Civil War, understanding the critical turning points that influenced its outcome.

Reconstruction Policies:

- Students will comprehend the goals and challenges of Reconstruction, including the policies implemented, such as the Freedmen's Bureau and the Reconstruction Amendments (13th, 14th, and 15th).

Changing Experiences of Different Groups:

- Students will explore how the experiences of African Americans, women, and other groups evolved during the Civil War and Reconstruction, recognizing shifts in societal roles and rights.

Legacy and Long-Term Impact:

- Students will understand the enduring legacy of the Civil War and Reconstruction era on American society, recognizing how unresolved issues continued to shape the nation in the post-Reconstruction period.

Assessments

Pre-Assessment:

- Administer a pre-assessment quiz or knowledge survey to gauge students' prior knowledge of key events, figures, and concepts related to the Civil War and Reconstruction.

Formative Assessment:

- Conduct regular quizzes, short written responses, and class discussions to assess ongoing student understanding and address any misconceptions promptly.
- Assign small group activities where students collaborate to analyze primary sources and present their findings to the class.
- Use exit tickets at the end of lessons to gather quick feedback on student comprehension.

Self-Reflection/Self-Assessment:

- Implement periodic self-assessment activities where students evaluate their understanding of specific topics and set personal learning goals.
- Encourage students to maintain a reflective journal, documenting their evolving understanding of the historical events and their learning process.

Summative Assessment:

- Design a comprehensive summative assessment, which may include a research paper, an essay exam, or a project where students showcase their understanding of the causes, events, and consequences of the Civil War and Reconstruction.

Alternative Assessment:

- Offer alternative assessment options, such as creative projects (e.g., creating a historical timeline, diorama, or multimedia presentation) to allow for diverse expressions of knowledge.

Benchmarks:

- Establish benchmarks for specific milestones within the unit, such as completing a research project, mastering the understanding of a crucial event, or actively participating in a class debate. Regularly assess progress against these benchmarks to inform instructional adjustments.

Resources

- *Online or other resources:*
 - ICivics, NJCSS, NCSS, Khan Academy, CrashCourse, Supplementary Instructional Materials: Discovery Education, Brain POP, Newsela, Junior Scholastic, Big Ideas History, Scholastic, IXL
- *Textbooks:*
 - *The United States Through Industrialism (TCI C.2023), Student Interactive Notebook - The*

United States Through Industrialism (TCI C.2023)

Standards

NJ Student Learning Standards for (Content Area):

- 6.1.8.HistoryCC.5.a
- 6.1.8.HistoryCC5.b
- 6.1.8.HistoryCC.5.c
- 6.1.8.HistoryUP.5.a
- 6.1.8.HistoryUP.5.b
- 6.1.8.HistoryUP.5.c
- 6.1.8.HistoryCC.5.d
- 6.1.8.HistoryCC.5.e
- 6.1.8.HistoryCC.5.f
- 6.1.8.HistoryCC.5.g

NJ SL Standards - Technology and other content areas

Standard 8.1 - Educational Technology:

- Integration of Technology: Integrate technology tools and resources effectively to enhance student learning in the study of the Causes of the American Revolution.
- Digital Literacy: Develop students' digital literacy skills by using online resources, databases, and digital archives to access historical information

Social and Emotional Competencies - activities/topics [optional]

- Empathy Exercises:
 - Engage students in discussions and activities that promote empathy, encouraging them to consider the perspectives of different groups during the Civil War era. This could involve role-playing scenarios or creating empathy journals.
- Conflict Resolution:
 - Explore historical conflicts and resolutions, emphasizing the importance of diplomacy and compromise during the Reconstruction era. Discuss how these principles can be applied in resolving conflicts in their own lives

Unit 5

Lesson 1 Standard: 6.1.8.CivicsHR.3.a	Lesson 2 Standard: 6.1.8.CivicsHR.3.a	Lesson 3 Standard: 6.1.8.EconET.4.a	Lesson 4 Standard: 6.1.8.EconET.4.b	Lesson 5 Standard: 6.1.8.HistoryCC.4.a
Lesson 6 Standard: 6.1.8.CivicsHR.4.a	Lesson 7 Standard: 6.1.8.EconNE.4.a	Lesson 8 Standard: 6.1.8.HistoryCC.4.d	Lesson 9 Standard: 6.1.8.CivicsDP.4.a	Lesson 10 Standard: 6.1.8.CivicsHR.4.a
Lesson 11 Standard: 6.1.8.GeoSV.4.a	Lesson 12 Standard: 6.1.8.EconNE.4.a	Lesson 13 Standard: 6.1.8.HistoryCC.5.a	Lesson 14 Standard: 6.1.8.HistoryCC.5.c	Lesson 15 Standard: 6.1.8.HistoryUP.5.a

Accommodations/Modifications for special populations including At Risk, MLL/ELL, IEP, and enrichment:

Differentiate Instruction, depending on individual student needs (students with an IEP, ELL Students; Students At Risk;

Gifted Students) by:

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Use special lighting or acoustics
- Take a test in a small group setting
- Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for a classmate

Accommodations/Modifications for special populations including 504

Differentiate Instruction, depending on individual student needs (students with a 504 Plan by:

Presentation Accommodations

- Use alternate texts at a lower readability level
- Work with fewer items per page or line and/or materials in a larger print size
- Use a magnification device, screen reader, or Braille / Nemeth Code
- Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Be given a written list of instructions
- Be given an outline of a lesson
- Be given a copy of the teacher's lecture notes
- Be given a study guide to assist in preparing for assessments
- Use visual presentations of verbal material, such as word webs and visual organizers
- Use manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or a native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Use a spelling dictionary or electronic spell-checker
- Use a word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions)
- Take a test in a small group setting
- Use noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task

Scheduling Accommodations

- Take more time to complete a project
- Take sections of a test in a different order

Organization Skills Accommodations

- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)