

**Califon Public School  
Curriculum**



<b>Subject:</b> U.S. History	<b>Grade:</b> 7th & 8th Grade	<b>Unit #:</b> 1	<b>Pacing:</b> 12 weeks
<b>Unit Title: Era 3: Revolution &amp; the New Nation (1754-1820s)</b>			

**OVERVIEW OF UNIT:**

**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.**

Unit References	
Big Ideas	Essential Questions
<ul style="list-style-type: none"> <li>● Political and civil institutions impact all aspects of people’s lives.</li> <li>● Governments have different structures which impact development (expansion) and civic participation.</li> <li>● 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.</li> <li>● 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.</li> <li>● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</li> </ul>	<ul style="list-style-type: none"> <li>● How do political and civil institutions impact people’s lives? (AA)</li> <li>● What are some government structures that have impacted the development and civic expansion?</li> <li>● What are some obligations of members of society?</li> <li>● How is the United States system of government designed to realize the ideals of liberty, democracy, limited government, and equality under the law?</li> <li>● How are the fundamental rights of each individual included in civil, political, social, economic, and cultural rights? (AA)</li> <li>● How have social and political systems protected and denied human rights?(AS) (HC) (AA)</li> </ul>

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| <ul style="list-style-type: none"> <li>● Social and political systems have protected and denied human rights (to varying degrees) throughout time.</li> <li>● Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth's surface.</li> <li>● Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</li> <li>● Chronological sequencing helps us understand the interrelationship of historical events.</li> <li>● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> <li>● Political, economic, intellectual, social, and cultural circumstances and ideas both change and stay the same over time.</li> <li>● Historical contexts and events shaped and continue to shape people's perspectives.</li> <li>● Examining historical sources may answer questions but may also lead to more questions.</li> <li>● Historians consider the relevance and validity of sources to understand the perspectives of those involved when evaluating historical arguments.</li> </ul> | <ul style="list-style-type: none"> <li>● How do geospatial technologies and representation help to make sense of the distribution of people, places, and environment and spatial patterns across Earth's surface?</li> <li>● How does economic decision-making involve setting goals and identifying resources?</li> <li>● What are the historical events and developments that shaped the social, political, cultural, technological, and economic factors? (AA)</li> <li>● What are the political, economic, and intellectual cultural circumstances and ideas that both changed and remained the same?</li> </ul> |
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### Objectives

- Students will be able to describe how do political and civil institutions impact people's lives
- Students will be able to identify some government structures that have impacted the development and civic expansion
- Students will be able to explain some obligations of members of society
- Students will be able to infer how the United States system of government is designed to realize the ideals of liberty, democracy, limited government, and equality under the law
- Students will be able to classify the fundamental rights of each individual included in civil, political, social, economic, and cultural rights
- Students will be able to describe how social and political systems have protected and denied human rights
- Students will be able to explain how geospatial technologies and representation help to make sense of the distribution of people, places, and environment and spatial patterns across Earth's surface

- Students will be able to identify how economic decision-making involves setting goals and identifying resources
- Students will be able to infer how the historical events and developments that shaped the social, political, cultural, technological, and economic factors
- Students will be able to compare how the political, economic, and intellectual cultural circumstances and ideas that changed and remained the same

### Assessment

#### Formative Assessment:

- observation
- self-reflections
- teacher-student conferences

#### Summative Assessment:

- online quizzes & tests
- projects

#### Benchmark:

- Unit Pre-Test

#### Alternative:

- performance tasks
- projects

### Key Vocabulary

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|--------------------------------|---------------------------|
| ● Committees of Correspondance | ● Virginia Plan           |
| ● Stamp Act of 1765            | ● NJ Plan                 |
| ● Boston Massacre              | ● Great Compromise        |
| ● Tea Act                      | ● Three-Fifths Compromise |
| ● Boston Tea Act               | ● Popular Sovereignty     |
| ● Intolerable Acts             | ● Legislative Branch      |
| ● Quartering Acts              | ● Executive Branch        |
|                                | ● Judicial Branch         |

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| <ul style="list-style-type: none"> <li>● First Continental Congress</li> <li>● Patriots</li> <li>● Second Continental Congress</li> <li>● Common Sense</li> <li>● Declaration of Independence</li> <li>● Loyalists</li> <li>● Mercenaries</li> <li>● Treaty of Paris 1783</li> <li>● Magna Carta</li> <li>● Constitution</li> <li>● Virginia Statute of Religious Freedom</li> <li>● Suffrage</li> <li>● Articles of Confederation</li> <li>● Ratification</li> <li>● Land Ordinance of 1785</li> <li>● Constitutional Convention</li> </ul> | <ul style="list-style-type: none"> <li>● Checks &amp; Balance</li> <li>● Federalism</li> <li>● Petition</li> <li>● Due Process</li> <li>● Eminent Domain</li> <li>● Electoral College</li> <li>● Precedent</li> <li>● Judiciary Act of 1789</li> <li>● Bonds</li> <li>● Jay's Treaty</li> <li>● Whiskey Rebellion</li> <li>● Neutrality Proclamation</li> <li>● Louisiana Purchase</li> <li>● Marbury vs. Madison</li> <li>● Judicial Review</li> </ul> |
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#### Resources & Materials

- Textbook-The American Nation
- SMARTBoard
- Teacher-made resources

#### Technology Infusion

##### Teacher Technology:

- Chromebook
- Google Classroom
- SmartBoard

##### Student Technology:

- Google Classroom
- Chromebooks
- Internet Sources

- Google Apps for Education

**Activities:**

- Students will use Chromebooks to research events leading up to the Boston Tea Party and then create a flyer encouraging colonists to participate using the Google Apps for Education programs.

Standard	Standard Description
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.

### Interdisciplinary Integration

**Activities:**

- Students will use Chromebooks to research events leading up to the Boston Tea Party and then create a flyer encouraging colonists to participate using the Google Apps for Education programs.

**Resources:**

- Teacher Vision Cross Curricular Theme Map - <https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html>
- Engineering Go For It! - <http://egfi-k12.org/>
- US Department of Education STEM - <http://www.ed.gov/stem>
- Intel STEM Resource - <http://www.intel.com/content/www/us/en/education/k12/stem.html>
- NASA STEM - <http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko>
- PBS STEM - <http://www.pbs.org/teachers/stem/#content>
- STEM Works - <http://stem-works.com/activities>
- What Every Education Should Know About Using Google by Shell Education
- Promoting Literacy in all Subjects by Glencoe - [http://www.glencoe.com/sec/teachingtoday/subject/promoting\\_literacy.phtml](http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml)
- International Literacy Association Read Write Think - <http://www.readwritethink.org/>

Standard	Standard Description
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

### 21<sup>st</sup> Century Life Skills Standards

**Activities:**

- Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.

Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

### Careers

**Activities:**

- Students will work in groups to research events leading up to the Boston Tea Party and then create a flyer encouraging colonists to participate using the Google Apps for Education programs.

CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

### Standards

Standard #	Standard Description
6.1.8.CivicsP I.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.CivicsP I.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.CivicsP I.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.CivicsP I.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.CivicsP D.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.CivicsD P.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.CivicsH R.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.CivicsH R.3.b	Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.
6.1.8.CivicsH R.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.History CC.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.History CC.3.b	Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.
6.1.8.History CC.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.History CC.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.History UP.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.History UP.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.History UP.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.History SE.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.History SE.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.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>



**Califon Public School  
Curriculum**



<b>Subject:</b> U.S. History	<b>Grade:</b> 7th & 8th Grade	<b>Unit #:</b> 2	<b>Pacing:</b> 12 weeks
<b>Unit Title:</b> Era 4: Expansion and Reform (1801–1861)			

**OVERVIEW OF UNIT:**

**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. Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● 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.</li> <li>● Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural rights.</li> <li>● Geospatial technologies and representations help us to make sense of the distribution of people, places and environments, and spatial patterns across Earth’s surface.</li> <li>● Economic decision-making involves setting goals and identifying the resources available to achieve those goals.</li> </ul>	<ul style="list-style-type: none"> <li>● How is the US system of government designed to realize the idea of liberty, democracy, limited government, and equality under the law?</li> <li>● What are some fundamental rights derived from the inherent worth of each individual and included in civil, political, social, economic, and cultural rights?(AS) HC)</li> <li>● What are some geospatial technologies and representations used to help make sense of the distribution of people, places, and environments?</li> <li>● How do economic decision-making and identifying resources help achieve goals?</li> <li>● What are the changes in the amounts and qualities of human capital, physical capital, and national capital?</li> </ul>

<ul style="list-style-type: none"> <li>● A national economy includes studying the changes in the amounts and qualities of human capital, physical capital, and natural resources.</li> <li>● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> </ul>	<ul style="list-style-type: none"> <li>● What are some historical events and developments that shaped social, political, cultural, technological, and economic factors?</li> </ul>
Objectives	
<ul style="list-style-type: none"> <li>● Students will be able to describe how the US system of government designed to realize the idea of liberty, democracy, limited government, and equality under the law</li> <li>● Students will be able to identify some fundamental rights derived from the inherent worth of each individual and included in civil, political, social, economic, and cultural rights</li> <li>● Students will be able to compare some geospatial technologies and representations used to help make sense of the distribution of people, places, and environments</li> <li>● Students will be able to classify how economic decision-making and identifying resources help achieve goals</li> <li>● Students will be able to describe the changes in the amounts and qualities of human capital, physical capital, and national capital</li> <li>● Students will be able to identify some historical events and developments that shaped social, political, cultural, technological, and economic factors</li> </ul>	
Assessment	
<p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>● observation</li> <li>● self-reflections</li> <li>● teacher-student conferences</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>● online quizzes &amp; tests</li> <li>● projects</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>● Unit Pre-Test</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>● performance tasks</li> <li>● projects</li> </ul>	

**Key Vocabulary**

- Impressment
- Embargo
- Embargo Act
- Non-Intercourse Act
- War Hawks
- Battle of New Orleans
- Treaty of Ghent
- Rush - Bagot Agreement
- Convention of 1818
- Adams - Onus Treaty
- Nationalism
- Era of Good Feelings
- Monroe Doctrine
- Nominating Convention
- Spoils System
- Kitchen Cabinet
- India Removal Act
- Trail of Tears
- Louisiana Purchase
- Oregon Trail
- Santa Fe Trail
- Mormon
- Pony Express
- Transcontinental Railroad
- Reservation
- Homestead Act
- Deflation
- Populist Party
- Empresarios
- Alamo
- Forty-niners
- Industrial Revolution
- Textiles
- Interchangeable Parts
- Mass Production
- Lowell System
- Trade Unions
- Strikes
- Telegraph
- Morse Code

**Resources & Materials**

- Textbook-The American Nation
- SMARTBoard
- Teacher-made resources

<b>Technology Infusion</b>
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**Teacher Technology:**

- Chromebook
- Google Classroom
- SmartBoard

**Student Technology:**

- Google Classroom
- Chromebooks
- Internet Sources
- Google Apps for Education
- Animatron

**Activities:**

- Students will use internet sources to research the history of political cartoons and then use Google Apps and Animatron to create their own political cartoon for the Oregon Trail.

<b>Standard</b>	<b>Standard Description</b>
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.

Interdisciplinary Integration	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Students will use internet sources to research the history of political cartoons and then use Google Apps and Animatron to create their own political cartoon for the Oregon Trail.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Teacher Vision Cross Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li><a href="#">What Every Education Should Know About Using Google</a> by Shell Education</li> <li>Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
Standard	Standard Description
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

21 <sup>st</sup> Century Life Skills Standards	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

<b>Careers</b>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Students will use internet sources to research the history of political cartoons and then use Google Apps and Animatron to create their own political cartoon for the Oregon Trail.</li> </ul>	
CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

<b>Standards</b>	
Standard #	Standard Description
6.1.8.CivicsD P.4.a	Research and prioritize the most significant events that led to the expansion of voting rights during the Jacksonian period.
6.1.8.CivicsH R.4.a	Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.
6.1.8.GeoSV. 4.a	Map territorial expansion and settlement, highlighting the locations of conflicts with and resettlement of Native Americans.
6.1.8.EconET .4.a	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.
6.1.8.EconET .4.a	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.
6.1.8.EconN E.4.a	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.
6.1.8.EconN E.4.b	Analyze how technological innovations affected the status and social class of different groups of people and explain the outcomes that resulted.
6.1.8.History CC.4.a	Explain the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
6.1.8.History CC.4.b	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.
6.1.8.History CC.4.c	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.

6.1.8.History CC.4.d	Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.
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Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student’s IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>

**Califon Public School  
Curriculum**



<b>Subject:</b> U.S. History	<b>Grade:</b> 7th & 8th Grade	<b>Unit #:</b> 3	<b>Pacing:</b> 12 weeks
<b>Unit Title: Era 5: Civil War and Reconstruction (1850–1877)</b>			

**OVERVIEW OF UNIT:**

**The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.**

<b>Unit References</b>	
<b>Big Ideas</b>	<b>Essential Questions</b>
<ul style="list-style-type: none"> <li>● Historical events may have single, multiple, direct and indirect causes and effects.</li> <li>● Historical contexts and events shaped and continue to shape people’s perspectives.</li> <li>● Historical events and developments are shaped by social, political, cultural, technological, and economic factors.</li> </ul>	<ul style="list-style-type: none"> <li>● What are some of the single, multiple, direct, and indirect causes and effects that historical events have had?</li> <li>● How have historical contexts and events shaped and continue to shape people’s perspectives?(AS) (HC)</li> <li>● How are historical events and developments shaped by social, political, cultural, technological, and economic factors?</li> </ul>
<b>Objectives</b>	
<ul style="list-style-type: none"> <li>● Students will be able to identify single, multiple, direct and indirect causes and effects from historical events</li> <li>● Students will be able to explain how historical contexts and events shaped and continue to shape people’s perspectives</li> </ul>	



- Students will be able to describe how historical events and developments are shaped by social, political, cultural, technological, and economic factors

### Assessment

#### **Formative Assessment:**

- observation
- self-reflections
- teacher-student conferences

#### **Summative Assessment:**

- online quizzes & tests
- projects

#### **Benchmark:**

- Unit Pre-Test

#### **Alternative:**

- performance tasks
- projects

### Key Vocabulary

- |                             |                         |
|-----------------------------|-------------------------|
| ● Popular Sovereignty       | ● Gettysburg Address    |
| ● Sectionalism              | ● Total War             |
| ● Secede                    | ● Appomattox Courthouse |
| ● Compromise of 1850        | ● Reconstruction        |
| ● Fugitive Slave Act        | ● Ten Percent           |
| ● Kansas-Nebraska Act       | ● 13th Amendment        |
| ● Pottawatomie Massacre     | ● 14th Amendment        |
| ● Republican Party          | ● 15th Amendment        |
| ● Lincoln-Douglas Debates   | ● Freedmen's Bureau     |
| ● Fort Sumter               | ● Black Codes           |
| ● Border States             | ● Impeachment           |
| ● Ironclads                 | ● Ku Klux Klan          |
| ● Emancipation Proclamation |                         |
| ● Contraband                |                         |

<ul style="list-style-type: none"> <li>● Pickett's Charge</li> <li>● Sharecropping</li> </ul>	<ul style="list-style-type: none"> <li>● Segregation</li> <li>● Jim Crow Laws</li> </ul>
<b>Resources &amp; Materials</b>	
<ul style="list-style-type: none"> <li>● Textbook-The American Nation</li> <li>● SMARTBoard</li> <li>● Teacher-made resources</li> </ul>	

<b>Technology Infusion</b>	
<p><b>Teacher Technology:</b></p> <ul style="list-style-type: none"> <li>● Chromebook</li> <li>● Google Classroom</li> <li>● SmartBoard</li> </ul> <p><b>Student Technology:</b></p> <ul style="list-style-type: none"> <li>● Google Classroom</li> <li>● Chromebooks</li> <li>● Internet Sources</li> <li>● Google Apps for Education</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>● Students will use internet sources to research the Emancipation Proclamation and Gettysburg Address and then create a newsletter about the two events.</li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
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.

<b>Interdisciplinary Integration</b>	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Students will use internet sources to research the Emancipation Proclamation and Gettysburg Address and then create a newsletter about the two events.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Teacher Vision Cross Curricular Theme Map - <a href="https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html">https://www.teachervision.com/teaching-methods/curriculum-planning/7167.html</a></li> <li>Engineering Go For It! - <a href="http://egfi-k12.org/">http://egfi-k12.org/</a></li> <li>US Department of Education STEM - <a href="http://www.ed.gov/stem">http://www.ed.gov/stem</a></li> <li>Intel STEM Resource - <a href="http://www.intel.com/content/www/us/en/education/k12/stem.html">http://www.intel.com/content/www/us/en/education/k12/stem.html</a></li> <li>NASA STEM - <a href="http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko">http://www.nasa.gov/audience/foreducators/expeditions/stem/#.VYrO2flViko</a></li> <li>PBS STEM - <a href="http://www.pbs.org/teachers/stem/#content">http://www.pbs.org/teachers/stem/#content</a></li> <li>STEM Works - <a href="http://stem-works.com/activities">http://stem-works.com/activities</a></li> <li><a href="#">What Every Education Should Know About Using Google</a> by Shell Education</li> <li>Promoting Literacy in all Subjects by Glencoe - <a href="http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml">http://www.glencoe.com/sec/teachingtoday/subject/promoting_literacy.phtml</a></li> <li>International Literacy Association Read Write Think - <a href="http://www.readwritethink.org/">http://www.readwritethink.org/</a></li> </ul>	
<b>Standard</b>	<b>Standard Description</b>
NJSLSA.W7	Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

<b>21<sup>st</sup> Century Life Skills Standards</b>	
<p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>Students will work in groups to collaborate, at times taking leadership roles, to communicate project ideas to the whole class.</li> </ul>	
Standard #	Student Learning Objectives
9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

<b>Careers</b>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>Students will use internet sources to research the Emancipation Proclamation and Gettysburg Address and then create a newsletter about the two events.</li> </ul>	
CRP #	Practice
CRP4	Communicate clearly and effectively and with reason.
CRP7	Employ valid and reliable research strategies.

<b>Standards</b>	
Standard #	Standard Description
6.1.8.History CC.5.a	Prioritize the causes and events that led to the Civil War from different perspectives.
6.1.8.History CC5.b	Analyze critical events and battles of the Civil War from different perspectives.
6.1.8.History CC.5.c	Assess the human and material costs of the Civil War in the North and South.
6.1.8.History UP.5.a	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.
6.1.8.History UP.5.b	Examine the roles of women, African Americans, and Native Americans in the Civil War.
6.1.8.History UP.5.c	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.
6.1.8.History CC.5.d	Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).
6.1.8.History CC.5.e	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.
6.1.8.History CC.5.f	Analyze the economic impact of Reconstruction on the South from different perspectives.
6.1.8.History CC.5.g	Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.

Differentiation			
Special Education	English Language Learners (ELL)	Response to Intervention (RTI)	Enrichment
<ul style="list-style-type: none"> <li>● Provide modifications &amp; accommodations as listed in the student's IEP</li> <li>● Position student near helping peer or have quick access to teacher</li> <li>● Modify or reduce assignments/tasks</li> <li>● Reduce length of assignment for different mode of delivery</li> <li>● Increase one-to-one time</li> <li>● Prioritize tasks</li> <li>● Use graphic organizers</li> <li>● Use online resources for skill building</li> <li>● Provide teacher notes</li> <li>● Use collaborative grouping strategies such as small groups</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/specialed/">http://www.state.nj.us/education/specialed/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Provide text-to-speech</li> <li>● Use of translation dictionary or software</li> <li>● Provide graphic organizers</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/ELL.htm">http://www.state.nj.us/education/aps/cccs/ELL.htm</a></li> <li>● Adapt a Strategy – Adjusting strategies for ESL students - <a href="http://www.teachersfirst.com/content/esl/adaptstrat.cfm">http://www.teachersfirst.com/content/esl/adaptstrat.cfm</a></li> </ul>	<ul style="list-style-type: none"> <li>● Tiered interventions following RTI framework</li> <li>● Effective RTI strategies for teachers - <a href="http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/">http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/</a></li> <li>● Interventional Central - <a href="http://www.interventioncentral.org/">http://www.interventioncentral.org/</a></li> </ul>	<ul style="list-style-type: none"> <li>● Process should be modified: higher order thinking skills, open-ended thinking, discovery</li> <li>● Utilize project-based learning for greater depth of knowledge</li> <li>● Utilize exploratory connections to higher grade concepts</li> <li>● Contents should be modified: real world problems, audiences, deadlines, evaluations, transformations</li> <li>● Learning environments should be modified: student-centered learning, independence, openness, complexity, groups varied</li> <li>● NJDOE resources - <a href="http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm">http://www.state.nj.us/education/aps/cccs/g_and_t_req.htm</a></li> </ul>