

**Moonachie School District
Social Studies Curriculum:
Grade 8**

Civil War and Reconstruction Unit

Civil War and Reconstruction (1850-1877)

The following maps outline the NJSLs for grade eight Social Studies. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessments:

- Unit Tests – Causes of the US Civil War, US Civil War
- Weekly vocabulary and map skill quizzes on Senteo Smart Device
- BrainPop!
- Underground Railroad Journal Project
- Causes of the US Civil War Sketches Project
- North and South Interactive Venn Diagram Project
- Dred Scott Decision Four-Way Debate Project
- Hiring a General Debate Project
- Civil War Facebook Project
- Year in the Civil War Documentary Project
- Tweety-sburg Address
- Reconstruction Plan Presentation
- Amendment Alternate Reality Unit – (During Civics Unit, relates to the 13 – 15 Amendments)
- Class observation
- Anticipatory sets including think pair share, inside outside circle, or media response
- Exit Cards & other closing activities

Resources:

- Discovery Education Tech-Books: <https://app.discoveryeducation.com>
- Smart Board & Smart Technologies
- iPad Apps – Montessori Maps, Civil War: America's Epic Struggle, History Challenge Civil War
- Laptop & Desktop computers permanently available in the room
- **US Civil War webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/US_Civil_War_a mp_Reconstruct
- **Cause of the Civil War webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/Causes_of_the_US_Civil_War

References:

NJ Social Studies Standards: <http://www.state.nj.us/education/cccs/2014/ss/>

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

Common Core Standards – English Language Arts Standards for Social Studies/ History Grades 6 – 8

<http://www.corestandards.org/ELA-Literacy/RH/6-8/>

Websites:

- **US Civil War webpage:**
http://www.moonachieschool.org/pages/Robert_L_Craig_Elementary_Sch/Faculty_and_Staff/Grades_6-8/Keelen_Greg/US_Civil_War_a mp_Reconstruct
- **Cause of the Civil War webpage:**
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Social Studies Curriculum: Grade 7

NJ SLS Standard SOC.6.1.8.5 - Civil War and Reconstruction (1850-1877)

Era Strand (Civil War and Reconstruction) SOC.6.1.8.CS5 - 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.

Essential Question(s): What cultural, political, economic, and social factors led to the start of the US Civil War? What were the long-term effects of the US Civil War? How can we still see and feel the affect of the US Civil War today?

Vocabulary: expansion, industrialization, slavery, plantation economy, abolition, Missouri Compromise, Compromise of 1850, Fugitive Slave Act, Dred Scott Decision, secession, total war, Reconstruction, Jim Crow

Overarching Skills Social Studies Standards Connections – Amistad Commission Requirements

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS4 - Listen open-mindedly to views contrary to their own.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Financial Literacy Standards (PFL.9.1.8.A.)

- **PFL.9.1.8.A.1** - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. (North and South Interactive Venn Diagram Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project, Reconstruction Plan Presentation)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project, Reconstruction Plan Presentation)

- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project, Reconstruction Plan Presentation)
- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project, Reconstruction Plan Presentation)
- **PFL.9.1.8.A.5** - Relate how the demand for certain skills determines an individual's earning power. (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project, Reconstruction Plan Presentation)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project, Reconstruction Plan Presentation)

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Technology Standards:

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d - Establish and maintain a formal style.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC.6.1.8.CS5 - 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.</p>	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> ● North and South Interactive Venn Diagram Project – Students will create an interactive Venn Diagram which compares the environment, economy, labor force, political power, and societal problems of the North and South ● Underground Railroad Journal – students will research life on the Underground Railroad. Students will then draft a fictional account of an escaped slave that accurately reflects their research. ● Dred Scott Decision Four-Way Debate Project – Students will engage in a four way debate on the questions of the Dred Scott decision. Students will be assigned a point of view: escaped slaves, abolitionists, plantation owner, Supreme Court justice. Students

	<ul style="list-style-type: none"> utilizing dramatic expression as a means of demonstrating understanding 		<p>will research the perspective of their group and present arguments in favor of their side.</p> <ul style="list-style-type: none"> Causes of the US Civil War Sketches Project – Student groups will each be assigned one of the primary causes of the US Civil War. They will have to compose a sketch that shows how the event happened, and reaction to it from a northern and southern perspective. Year in the Civil War Documentary Project – Student groups will be assigned one year of the US Civil War. They will craft a documentary, which focuses on the impact of historical figures from both sides, key major events (including but not limited battles), cultural factors. Reconstruction Plan Presentation – Student groups will research the different plans for Reconstruction, and present one of them to the class as the best choice for the US. Students will have also detail the long-term affects of Reconstruction.
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> Research Activities with cross curricular themes Teacher gives students real life situations and students create an outcome Engage in higher order thinking activities 	<ul style="list-style-type: none"> Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> Audio book Video clips Highlighting text and keeping notes within text Google Translate 	<ul style="list-style-type: none"> Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> Audio book Video clips Highlighting text and keeping notes within text Extended time Modified assignments 	<ul style="list-style-type: none"> Tier II and Tier III intervention Morning tutoring After school program Parental contact Student mentoring

<p>including developing a interactive presentations</p> <ul style="list-style-type: none"> ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including informational text and works of literature 	<ul style="list-style-type: none"> ● Pre-teach vocabulary ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Real World Cause and Effect Scenarios ● Modeling ● Leveled reading ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time ● Refer to each student's IEP for more specific modifications 	
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SOC.6.1.8.C.5 - Civics, Government, and Human Rights Strand

SOC.6.1.8.A.5.a - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

SOC.6.1.8.A.5.b - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

Essential Question(s): Describe the passages of the Emancipation Proclamation and the Gettysburg Address in your own words. Why are these documents still meaningful to life in the US today? Compare and contrast the different approaches to Reconstruction offered after the war. What were the benefits and negatives of each? How can the impact of Reconstruction be traced for many generations of Americans through to today?

Vocabulary: secession, emancipation, abolition, democracy, Emancipation Proclamation, Gettysburg Address, Reconstruction, Jim Crow, Radical Republicans

Overarching Skills Social Studies Standards Connections – Amistad Commission Requirements

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

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SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS4 - Listen open-mindedly to views contrary to their own.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Financial Literacy Standards (PFL.9.1.8.A.)

- **PFL.9.1.8.A.1** - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. (Reconstruction Plan Presentation)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Reconstruction Plan Presentation)

- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Reconstruction Plan Presentation)
- **PFL.9.1.8.A.4** - Relate earning power to quality of life across cultures. (Reconstruction Plan Presentation)
- **PFL.9.1.8.A.5** - Relate how the demand for certain skills determines an individual's earning power. (Reconstruction Plan Presentation)
- **PFL.9.1.8.A.6** - Explain how income affects spending decisions (Reconstruction Plan Presentation)

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- **Financial Literacy - 9.1.4.C.2** - Identify common sources of credit
- **Financial Literacy - 9.1.4.C.4** - Determine the relationships among income, expenses, and interest

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Technology Standards:

TECH.8.1.8.D - Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

TECH.8.1.8.D.1 - Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.

TECH.8.1.8.D.CS3 - Exhibit leadership for digital citizenship.

TECH.8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse.

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d - Establish and maintain a formal style.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC.6.1.8.A.5.a - Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>SOC.6.1.8.A.5.b - Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p>	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> ● Tweetys-burg Address – Students will examine the primary documents of the Gettysburg Address and the Emancipation Proclamation. Students will have to rewrite the passages as if they were Tweets and reflect social media norms of today onto the language of the 19th Century. ● Reconstruction Plan Presentation – Student groups will research the different plans for Reconstruction, and present one of them to the class as the best choice for the US. Students will have also detail the long-term affects of Reconstruction

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Research Activities with cross curricular themes ● Teacher gives students real life situations and students create an outcome ● Engage in higher order thinking activities including developing a interactive presentations & posters ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including informational text and works of literature ● Tweetys-burg Address project - G&T students will translate the Emancipation Proclamation 	<ul style="list-style-type: none"> ● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Google Translate ● Pre-teach vocabulary ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Extended time ● Modified assignments ● Teacher prepared notes ● Small group, alternate location ● Real World Scenarios ● Modeling ● Leveled reading ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time ● Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact ● Student mentoring

SOC 6.1.8.B.5 - Geography, People, and the Environment Strand

SOC.6.1.8.B.5.a - Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.

Essential Question(s): What factors cultural, political, geographic, economic, and social factors contributed to the start of the US Civil War? How did these factors affect course of the war as well its the overall outcome?

Vocabulary: total war, industry, agrarian, rural, civil war, antebellum, population, immigration, railroads, telegraphs, Abraham Lincoln, George McCellan, Ulysses S. Grant, William T. Sherman, Jefferson Davis, Robert E. Lee, Thomas “Stonewall” Jackson, Frederick Douglass

Overarching Skills Social Studies Standards Connections

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS4 - Listen open-mindedly to views contrary to their own.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Financial Literacy Standards (PFL.9.1.8.A.)

- **PFL.9.1.8.A.1** - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. (Civil War Farcebook Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- **PFL.9.1.8.A.2** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Civil War Farcebook Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- **PFL.9.1.8.A.3** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Civil War Farcebook Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)

- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures.* (Civil War Facebook Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power.* (Civil War Facebook Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions* (Civil War Facebook Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP5.** Consider the environmental, social and economic impacts of decisions.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Technology Standards:

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d - Establish and maintain a formal style.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC.6.1.8.B.5.a - Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War.</p>	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> ● Causes of the US Civil War Sketches Project – Student groups will each be assigned one of the primary causes of the US Civil War. They will have to compose a sketch that shows how the event happened, and reaction to it from a northern and southern perspective. ● Year in the Civil War Documentary Project – Student groups will be assigned one year of the US Civil War. They will craft a documentary, which focuses on the impact of historical figures from both sides, key major events (including but not limited battles), cultural factors. ● Hiring a General Debate – students will be given resumes of different candidates to be the commanding general of the Union forces during the US Civil War. Students will have to discuss which candidate they feel is the most qualified. Students will then participate in class debate over

			<p>which general President Lincoln should hire.</p> <ul style="list-style-type: none"> ● Civil War Facebook Project – Students will examine the life of one of the major figures of the US Civil War and generate a social media homepage for them that reflects their findings.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ● Research Activities with cross curricular themes ● Teacher gives students real life situations and students create an outcome ● Engage in higher order thinking activities including developing a interactive presentations ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including informational text and works of literature 	<ul style="list-style-type: none"> ● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Google Translate ● Pre-teach vocabulary ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Real World Cause and Effect Scenarios ● Modeling ● Leveled reading ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time period ● Refer to each student’s IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact ● Student mentoring

SOC 6.1.8.C.5 - Economics, Innovation, and Technology Strand

SOC.6.1.8.C.5.a - Assess the human and material costs of the Civil War in the North and South.

SOC.6.1.8.C.5.b - Analyze the economic impact of Reconstruction on the South from different perspectives.

Essential Question(s): What factors led to the US Civil War being the bloodiest conflict in US History? What long-term impacts did the high costs of the war have on the US after the wars conclusion? How can the impact of Reconstruction be traced for many generations of Americans through to today?

Vocabulary: Reconstruction, total war, modern war, Sherman’s March, conscription, assassination, union, state’s rights

Overarching Skills Social Studies Standards Connections

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS4 - Listen open-mindedly to views contrary to their own.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Financial Literacy Standards (PFL.9.1.8.A.)

- ***PFL.9.1.8.A.1*** - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. (Year in the Civil War Documentary Project, Reconstruction Plan Presentation)
- ***PFL.9.1.8.A.2*** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (Year in the Civil War Documentary Project, Reconstruction Plan Presentation)
- ***PFL.9.1.8.A.3*** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (Year in the Civil War Documentary Project, Reconstruction Plan Presentation)

- **PFL.9.1.8.A.4** - *Relate earning power to quality of life across cultures. (Year in the Civil War Documentary Project, Reconstruction Plan Presentation)*
- **PFL.9.1.8.A.5** - *Relate how the demand for certain skills determines an individual's earning power. (Year in the Civil War Documentary Project, Reconstruction Plan Presentation)*
- **PFL.9.1.8.A.6** - *Explain how income affects spending decisions (Year in the Civil War Documentary Project, Reconstruction Plan Presentation)*

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.
- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- **Financial Literacy - 9.1.4.C.2** - Identify common sources of credit
- **Financial Literacy - 9.1.4.C.4** - Determine the relationships among income, expenses, and interest NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Technology Standards:

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d - Establish and maintain a formal style.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC.6.1.8.C.5.a - Assess the human and material costs of the Civil War in the North and South.</p> <p>SOC.6.1.8.C.5.b - Analyze the economic impact of Reconstruction on the South from different perspectives.</p>	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) ● integrating artistic expression as a means of demonstrating understanding ● cooperative team building and problem solving ● utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic ● Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic ● Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> ● Documentary Project – Student groups will be assigned one year of the US Civil War. They will craft a documentary, which focuses on the impact of historical figures from both sides, key major events (including but not limited battles), cultural factors. ● Reconstruction Plan Presentation – Student groups will research the different plans for Reconstruction, and present one of them to the class as the best choice for the US. Students will have also detail the long-term affects of Reconstruction.
Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure

<ul style="list-style-type: none"> ● Research Activities with cross curricular themes ● Teacher gives students real life situations and students create an outcome ● Engage in higher order thinking activities including developing a interactive presentations ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including informational text and works of literature 	<ul style="list-style-type: none"> ● Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Google Translate ● Pre-teach vocabulary ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> ● Audio book ● Video clips ● Highlighting text and keeping notes within text ● Extended time ● Modified assignments ● Teacher prepared notes on small group lessons ● Small group, alternate location ● Real World Cause and Effect Scenarios ● Modeling ● Leveled reading ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time period ● Refer to each student's IEP for more specific modifications 	<ul style="list-style-type: none"> ● Tier II and Tier III intervention ● Morning tutoring ● After school program ● Parental contact ● Student mentoring
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SOC 6.1.8.D.5 - History, Culture, and Perspectives Strand

SOC.6.1.8.D.5.a - Prioritize the causes and events that led to the Civil War from different perspectives.

SOC.6.1.8.D.5.b - Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

SOC.6.1.8.D.5.c - Examine the roles of women, African Americans, and Native Americans in the Civil War.

SOC.6.1.8.D.5.d - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

6.3.8.D.1 Engage in a simulated democratic processes to understand how conflicting points of view are addressed in a democratic society

Essential Question(s): What factors cultural, political, geographic, economic, and social factors contributed to the start of the US Civil War? How did these factors affect course of the war as well its the overall outcome? How did the Civil War Amendments change the lives of African-American after the war? What is the legacy of the Civil War Amendments? What role did women, African Americans, and Native Americans play in affecting the outcomes of the US Civil War?

Vocabulary: suffrage, equal protection in the law, abolitionist, freemen, espionage, state's rights, abolition, emancipation, total war

Overarching Skills Social Studies Standards Connections – Amistad Commission Requirements

SOC 6.3.8: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

SOC.6.3.8.CS1 -Recognize the causes and effects of prejudice on individuals, groups, and society.

SOC.6.3.8.CS2 - Recognize the value of cultural diversity, as well as the potential for misunderstanding.

SOC.6.3.8.CS3 -Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.

SOC.6.3.8.CS4 - Listen open-mindedly to views contrary to their own.

SOC.6.3.8.CS5 - Collaboratively develop and practice strategies for managing and resolving conflict.

SOC.6.3.8.CS6 - Demonstrate understanding of democratic values and processes.

SOC.6.3.8.CS7 - Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.

SOC.6.3.8.CS8 - Challenge unfair viewpoints and behaviors by taking action.

SOC.6.3.8.CS9 - Make informed and reasoned decisions.

SOC.6.3.8.CS10 - Accept decisions that are made for the common good.

SOC.6.3.8.D.1 - Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

Financial Literacy Standards (PFL.9.1.8.A.)

- ***PFL.9.1.8.A.1*** - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay. (North and South Interactive Venn Diagram Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- ***PFL.9.1.8.A.2*** - Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- ***PFL.9.1.8.A.3*** - Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills. (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- ***PFL.9.1.8.A.4*** - Relate earning power to quality of life across cultures. (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- ***PFL.9.1.8.A.5*** - Relate how the demand for certain skills determines an individual's earning power. (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)
- ***PFL.9.1.8.A.6*** - Explain how income affects spending decisions (North and South Interactive Venn Diagram Project, Dred Scott Decision Four-Way Debate Project, Causes of the US Civil War Sketches Project, Year in the Civil War Documentary Project)

21st Century Career Ready Practices (Standard 9):

- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills.
- **CRP3.** Attend to personal health and financial well-being.
- **CRP4.** Communicate clearly and effectively and with reason.
- **CRP6.** Demonstrate creativity and innovation.
- **CRP7.** Employ valid and reliable research strategies.
- **CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- **CRP9.** Model integrity, ethical leadership and effective management.
- **CRP11.** Use technology to enhance productivity.

- **CRP12.** Work productively in teams while using cultural global competence.
- **CAEP.9.2.8.B.4** - Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.

NJ Career Readiness Standards:

<http://www.state.nj.us/education/cccs/2014/career/91.pdf>

<http://www.state.nj.us/education/cccs/2014/career/92.pdf>

Technology Standards:

TECH.8.1.8.A.CS1 - Understand and use technology systems.

TECH.8.1.8.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.8 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.1 - Demonstrate knowledge of a real world problem using digital tools.

TECH.8.1.8.A.2 - Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

TECH.8.1.8.A.3 - Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

TECH.8.1.8.B - Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.8.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.8.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.8.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.8.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.8.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.8.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.8.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.8 - All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.

TECH.8.2.8.B - Knowledge and understanding of human, cultural and society values are fundamental when designing technology systems and products in the global society.

TECH.8.2.8.C - The design process is a systematic approach to solving problems.

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

Interdisciplinary Connections: English Language Arts Literacy Grades 6 -8 Writing in History

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1d - Establish and maintain a formal style.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.1e - Provide a concluding statement or section that follows from and supports the argument presented.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2a - Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2b - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2d - Use precise language and domain-specific vocabulary to inform about or explain the topic.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.6 - Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.2e - Establish and maintain a formal style and objective tone

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.7 - Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.9 - Draw evidence from informational texts to support analysis, reflection, and research.

LA.6-8.NJSLS.ELA-Literacy.WHST.6-8.10 - Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade Specific Standard	Skills	Procedures and Examples	Common Core Exemplar
<p>SOC.6.1.8.D.5.a - Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>SOC.6.1.8.D.5.b - Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.</p> <p>SOC.6.1.8.D.5.c - Examine the roles of women, African Americans, and Native Americans in the Civil War.</p>	<ul style="list-style-type: none"> ● comparing and contrasting ● acquiring vocabulary ● analyzing events and date over time to see them in context ● research using print and digital resources ● write creatively with artistic expression ● apply higher-order problem-solving strategies (synthesis) 	<ul style="list-style-type: none"> ● Small group instruction on key ideas of unit and informational text reading strategies ● Anticipatory sets to foster a contextual understanding the topic at hand including think-pair share, quote, video, or photo analysis ● Closing activities to analyze student understanding of the topic including exit cards ● Independent research utilizing Discovery-Education tech-books and class library to expand vocabulary and understanding of the topic 	<ul style="list-style-type: none"> ● Documentary Project – Student groups will be assigned one year of the US Civil War. They will craft a documentary, which focuses on the impact of historical figures from both sides, key major events (including but not limited battles), cultural factors. ● Civil War Facebook Project – Students will examine the life of one of the major figures of the US Civil War and generate a social media homepage for them that reflects their findings.

<p>SOC.6.1.8.D.5.d - Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives..</p>	<ul style="list-style-type: none"> • integrating artistic expression as a means of demonstrating understanding • cooperative team building and problem solving • utilizing technology to present information in an engaging way 	<ul style="list-style-type: none"> • Collaborative problem solving in small groups to utilizing higher order thinking skills to express understanding of the topic • Collaborative presentation of work utilizing available technology 	<ul style="list-style-type: none"> • Causes of the US Civil War Sketches Project – Student groups will each be assigned one of the primary causes of the US Civil War. They will have to compose a sketch that shows how the event happened, and reaction to it from a northern and southern perspective. • Underground Railroad Journal – students will research life on the Underground Railroad. Students will then draft a fictional account of an escaped slave that accurately reflects their research. • Dred Scott Decision Four-Way Debate Project – Students will engage in a four way debate on the questions of the Dred Scott decision. Students will be assigned a point of view: escaped slaves, abolitionists, plantation owner, Supreme Court justice. Students will research the perspective of their group and present arguments in favor of their side.
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Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> • Research Activities with cross curricular themes • Teacher gives students real life situations and students create an outcome • Engage in higher order thinking activities including developing a interactive presentations 	<ul style="list-style-type: none"> • Discovery Education Tech-book with the following accommodations <ul style="list-style-type: none"> • Audio book • Video clips • Highlighting text and keeping notes within text • Google Translate • Pre-teach vocabulary 	<ul style="list-style-type: none"> • Discovery Education Tech- book with the following accommodations <ul style="list-style-type: none"> • Audio book • Video clips • Highlighting text and keeping notes within text • Extended time • Modified assignments • Teacher prepared notes on small group lessons 	<ul style="list-style-type: none"> • Tier II and Tier III intervention • Morning tutoring • After school program • Parental contact • Student mentoring

<ul style="list-style-type: none"> ● Identify larger themes connecting this time period to others in history ● Higher level text from class library including informational text and works of literature 	<ul style="list-style-type: none"> ● Real World Cause and Effect Scenarios ● Read aloud ● Word Ring ● Build background knowledge ● Picture Associations ● Partner Work ● Peer assistance ● For more, see http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf 	<ul style="list-style-type: none"> ● Small group, alternate location ● Real World Cause and Effect Scenarios ● Modeling ● Leveled reading ● Read aloud ● Build background knowledge ● Oral/visual reminders ● Peer assistance ● Pre-teach vocabulary ● Picture associations with vocab ● Build background knowledge of time period ● Refer to each student's IEP for more specific modifications 	
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