

Curriculum Design

Content Area: Social Studies

Course Title: Social Studies

Grade Level: 8

Unit 1-Industrial Revolution

4 Weeks

Unit 2-Progressive Era

4 Weeks

Unit 3-The U.S. Becomes a World Power

4 Weeks

Unit 4-World War I

4 Weeks

Unit 5-The 1920's and 30's

4 Week

Unit 6-World War II

4 Weeks

Unit 7-The 1950's and the Cold War

4 Weeks

Unit 8-Culture of the 1960's, 70's 80's

4 Weeks

<b>Unit 9-Research</b>	<b>On Going</b>
<b>Date Revised: August 2015</b>	
<b>Board Approved on: August 27, 2015</b>	

### Unit 1 Overview

**Content Area:** Social Studies

**Unit 1 Title:** Industrial Revolution

**Grade Level:** 8

#### Unit Summary

- New inventions and industrial growth spur wealth for many.
- Cities grow rapidly due to industrialization and immigration.
- Segregation and discrimination of African Americans continues from the Civil War.
- Workers organize to gain rights.

**Primary interdisciplinary connections:** Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**21<sup>st</sup> Century Themes 9.1:** This unit will also infuse the 21<sup>st</sup> Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

### Learning Targets

**Standards 6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### Content Statements

- Technological developments and unregulated business practices revolutionized transportation, manufacturing, and consumption and changed the daily lives of Americans.
- The Industrial Revolution and immigration had a powerful impact on labor relations, urbanization, the environment, and cultural values and created tensions between ethnic and social groups.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>		
6.1.12.A.5.a	Assess the impact of governmental efforts to regulate industrial and financial systems in order to provide economic stability.		
6.1.12.C.5.c	Analyze the cyclical nature of the economy and the impact of periods of expansion and recession on businesses and individuals.		
6.1.12.D.5.b	Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.		
6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.		
WHST6-8.5	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.		
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
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<b>Evidence of Learning</b>			
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• NJ ASK 8</li> <li>• Section Quizzes</li> <li>• <u>American History</u> Unit Exam</li> </ul>			
<b>Equipment needed:</b> SmartBoard, Internet <b>Teacher Resources:</b> McDougal Littell's <u>American History</u> , Harcourt's Social Studies			
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Teacher questions will be utilized to check for daily understanding</li> <li>• Peer evaluations and critiques of student writing</li> <li>• Teacher periodically check student projects under construction</li> <li>• Writing tasks at the beginning or end of class</li> <li>• Monitor cooperative group discussions</li> <li>• Quiz</li> </ul>			
<b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b> <ul style="list-style-type: none"> <li>• Menus</li> </ul>			

## Brigantine Public School District

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

## Unit 2 Overview

**Content Area:** Social Studies

**Unit 2 Title:** Progressive Era

**Grade Level:** 8

### Unit Summary

- Progressive reformers promoted social welfare, expanded democracy and created economic reform.
- Reforms continued under Taft and Wilson.
- Women became leaders in reform and won the right to vote.

**Primary interdisciplinary connections:** Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**21<sup>st</sup> Century Themes 9.1:** This unit will also infuse the 21<sup>st</sup> Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

## Learning Targets

**Standards 6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

### Content Statements

- The Emergence of Modern America: Progressive Reforms
- Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.
- An expanding market for international trade promoted policies that resulted in America emerging as a world power.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>				
6.1.12.A.6.a	Evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice.				
6.1.12.A.6.b	Evaluate the ways in which women organized to promote government policies (i.e., abolition, women’s suffrage, and the temperance movement) designed to address injustice, inequality, workplace safety, and immorality.				
6.1.12.A.6.c	Relate the creation of African American advocacy organizations (i.e., the National Association for the Advancement of Colored People) to United States Supreme Court decisions (i.e., Plessey v. Ferguson) and state and local governmental policies.				
6.1.12.D.6.c	Analyze the successes and failures of efforts to expand women’s rights, including the work of important leaders (i.e., Elizabeth Cady Stanton, Susan B. Anthony, Alice Paul, and Lucy Stone) and the eventual ratification of the 19th Amendment.				
WHST6-8.5	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.				
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.				
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writing

- Teacher periodically check student projects under construction

**Modifications: (Special education, ELLs, at-risk students, gifted and talented)**

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels



Unit 3 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 3 Title:</b> U.S. Becomes a World Power	
<b>Grade Level:</b> 8	
<p><b>Unit Summary</b></p> <ul style="list-style-type: none"> <li>• The U.S. began to become a world power by acquiring Alaska and Hawaii.</li> <li>• U.S. went to war with Spain and acquired colonies in the Caribbean and Pacific.</li> <li>• U.S. expanded its influence in China and Latin America and built the Panama Canal.</li> </ul> <p><b>Primary interdisciplinary connections:</b> Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>21<sup>st</sup> Century Themes 9.1:</b> This unit will also infuse the 21<sup>st</sup> Century Life &amp; Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p><b>Standards 6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• The Emergence of Modern America: Progressive Reforms</li> <li>• Progressive reform movements promoted government efforts to address problems created by rapid industrialization, immigration, and unfair treatment of women, children, and minority groups.</li> <li>• An expanding market for international trade promoted policies that resulted in America emerging as a world power.</li> </ul>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

6.1.12.B.6.a	Determine the role geography played in gaining access to raw materials and finding new global markets to promote trade.
6.1.12.D.6.b	Compare and contrast the foreign policies of American presidents during this time period, and analyze how these presidents contributed to the United States becoming a world power.
WHST6-8.5	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.
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• Describe how people fighting for independence might feel about foreign countries controlling their government.</li> <li>• Explain how seeing other nations get rich from colonial empires might make Americans want an empire as well.</li> <li>• Predict what happens when Spain forcefully puts down an independence movement in Cuba.</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• People may resent foreign countries' control.</li> <li>• Some Americans may only see the wealth aspect and nothing else.</li> <li>• America, as Cuba's neighbor, may get involved.</li> </ul>
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**Evidence of Learning**

<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• NJ ASK 8</li> <li>• Section Quizzes</li> <li>• <u>American History</u> Unit Exam</li> </ul> <p><b>Equipment needed:</b> SmartBoard, Internet</p> <p><b>Teacher Resources:</b> McDougal Littell's <u>American History</u> , Harcourt's Social Studies</p>
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Unit 4 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 4 Title:</b> World War I	
<b>Grade Level:</b> 8	
<p><b>Unit Summary</b></p> <ul style="list-style-type: none"> <li>• After the outbreak of WWI, the U.S. joined the Allies to fight against the central powers.</li> <li>• Daily lives of Americans were changed as sacrifice was required.</li> <li>• U.S. forces helped the Allies win the war.</li> <li>• The war left Americans divide over foreign policy and domestic issues.</li> </ul> <p><b>Primary interdisciplinary connections:</b> Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>21<sup>st</sup> Century Themes 9.1:</b> This unit will also infuse the 21<sup>st</sup> Century Life &amp; Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
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<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• The Emergence of Modern America: World War I</li> <li>• United States involvement in World War I affected politics, the economy, and geopolitical relations following the war.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.C.7.a	Determine how technological advancements affected the nature of World War I on land, on water, and in the air.

6.1.12.C.7.b	Assess the immediate and long-term impact of women and African Americans entering the work force in large numbers during World War I.		
6.1.12.D.7.a	Evaluate the effectiveness of Woodrow Wilson’s leadership during and immediately after World War I.		
6.1.12.D.7.b	Determine the extent to which propaganda, the media, and special interest groups shaped American public opinion and American foreign policy during World War I.		
6.1.12.D.7.c	Analyze the factors contributing to a rise in authoritarian forms of government and ideologies (i.e., fascism, communism, and socialism) after World War I.		
WHST6-8.5	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.		
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Unit 5 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 5 Title:</b> The 1920's and 1930's	
<b>Grade Level:</b> 8	
<p><b>Unit Summary</b></p> <ul style="list-style-type: none"> <li>• During the 1920's most Americans wanted a return to normalcy and prosperity.</li> <li>• Changes in the roles of women led to new attitudes and lifestyles but also conflict.</li> <li>• After WWI, African Americans confronted new challenges and made strides.</li> </ul> <p><b>Primary interdisciplinary connections:</b> Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>21<sup>st</sup> Century Themes 9.1:</b> This unit will also infuse the 21<sup>st</sup> Century Life &amp; Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
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<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• The Emergence of Modern America: Roaring Twenties</li> <li>• The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.

6.1.12.C.8.b	Relate social, cultural, and technological changes in the interwar period to the rise of a consumer economy and the changing role and status of women.		
6.1.12.D.8.a	Explain why the Great Migration led to heightened racial tensions, restrictive laws, a rise in repressive organizations, and an increase in violence		
6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.		
WHST6-8.5	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.		
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<b>Evidence of Learning</b>			
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>NJ ASK 8</li> <li>Section Quizzes</li> <li><u>American History</u> Unit Exam</li> </ul> <p><b>Equipment needed:</b> SmartBoard, Internet</p> <p><b>Teacher Resources:</b> McDougal Littell's <u>American History</u>, Harcourt's Social Studies</p>			
<p><b>Formative Assessments</b></p> <table border="0" style="width:100%"> <tr> <td style="width:50%"> <ul style="list-style-type: none"> <li>Teacher questions will be utilized to check for daily understanding</li> <li>Peer evaluations and critiques of student writing</li> <li>Teacher periodically check student projects under construction</li> </ul> </td> <td style="width:50%"> <ul style="list-style-type: none"> <li>Writing tasks at the beginning or end of class</li> <li>Monitor cooperative group discussions</li> <li>Quiz</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>Teacher questions will be utilized to check for daily understanding</li> <li>Peer evaluations and critiques of student writing</li> <li>Teacher periodically check student projects under construction</li> </ul>	<ul style="list-style-type: none"> <li>Writing tasks at the beginning or end of class</li> <li>Monitor cooperative group discussions</li> <li>Quiz</li> </ul>
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<p><b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b></p> <ul style="list-style-type: none"> <li>Menus</li> <li>Choice Boards</li> </ul>			



- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

### Unit 6 Overview

**Content Area:** Social Studies

**Unit 6 Title:** World War II

**Grade Level:** 8

#### Unit Summary

- The rise of dictators leads to WWII.
- Americans at home made great contributions to the Allied victory.
- The Allies defeated the axis powers in Africa and Europe.
- After early losses, the Allies defeated the Japanese in the Pacific.

**Primary interdisciplinary connections:** Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**21<sup>st</sup> Century Themes 9.1:** This unit will also infuse the 21<sup>st</sup> Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

### Learning Targets

**Standards 6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

#### Content Statements

- The Great Depression and World War II: World War II
- The United States participated in World War II as an Allied force to prevent military conquests by Germany, Italy, and Japan.
- Domestic and military policies during World War II continued to deny equal rights to African Americans, Asian Americans, and women

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>		
6.1.12.A.11.d	Analyze the decision to use the atomic bomb and the consequences of doing so.		
6.1.12.A.11.e	Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.		
6.1.12.B.11.a	Explain the role that geography played in the development of military strategies and weaponry in World War II.		
6.1.12.D.11.a	Analyze the roles of various alliances among nations and their leaders in the conduct and outcomes of the World War II.		
6.1.12.D.11.e	Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) to protect human rights, and describe the subsequent impact of these organizations.		
WHST6-8.5	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.		
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		
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<b>Evidence of Learning</b>			
<p><b>Summative Assessment</b></p> <ul style="list-style-type: none"> <li>• NJ ASK 8</li> <li>• Section Quizzes</li> <li>• <u>American History</u> Unit Exam</li> </ul> <p><b>Equipment needed:</b> SmartBoard, Internet</p> <p><b>Teacher Resources:</b> McDougal Littell’s <u>American History</u> , Harcourt’s Social Studies</p>			
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Teacher questions will be utilized to check for daily understanding</li> <li>• Writing tasks at the beginning or end of class</li> </ul>			

- Peer evaluations and critiques of student writing
- Teacher periodically check student projects under construction
- Monitor cooperative group discussions
- Quiz

**Modifications: (Special education, ELLs, at-risk students, gifted and talented)**

- Menus
- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

Unit 7 Overview	
<b>Content Area:</b> Social Studies	
<b>Unit 7 Title:</b> The 1950's And The Cold War	
<b>Grade Level:</b> 8	
<p><b>Unit Summary</b></p> <ul style="list-style-type: none"> <li>• The end of WWII led to prosperity and a new kind of war against communism.</li> <li>• The Cold War and the Korean War produced a wave of anticommunist sentiment.</li> <li>• Economic growth and the cold war caused many changes in American society.</li> </ul> <p><b>Primary interdisciplinary connections:</b> Technology; Reading Informational Text; Writing; Speaking and Listening</p> <p>English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p><b>21<sup>st</sup> Century Themes 9.1:</b> This unit will also infuse the 21<sup>st</sup> Century Life &amp; Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.</p> <p>Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.</p>	
Learning Targets	
<p><b>Standards 6.1 U.S. History: America in the World</b> All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p>	
<p><b>Content Statements</b></p> <ul style="list-style-type: none"> <li>• Postwar United States: Cold War</li> <li>• Cold War tensions between the United States and communist countries resulted in conflict that influenced domestic and foreign policy for over forty years.</li> </ul>	
CPI #	Cumulative Progress Indicator (CPI)
6.1.12.A.12.a	Analyze ideological differences and other factors that contributed to the Cold War and to United States involvement in conflicts intended to contain communism, including the Korean War, the Cuban Missile Crisis, and the

	Vietnam War.	
6.1.12.A.12.b	Examine constitutional issues involving war powers, as they relate to United States military intervention in the Korean War, the Vietnam War, and other conflicts.	
6.1.12.D.12.d	Compare and contrast American public support of the government and military during the Vietnam War with that of other conflicts.	
6.1.12.D.12.e	Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.	
WHST6-8.5	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.	
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• What kind of images do you have of life in the 1950's?</li> <li>• What changes take place in American lifestyles, economic, politics?</li> </ul>	<ul style="list-style-type: none"> <li>• (various answers)</li> <li>• Cars literally drove the economy during the 1950's. America was relatively affluent through the 1950's due to a variety of circumstances.</li> </ul>	
<b>Evidence of Learning</b>		
<b>Summative Assessment</b>		
<ul style="list-style-type: none"> <li>• NJ ASK 8</li> <li>• Section Quizzes</li> <li>• <u>American History</u> Unit Exam</li> </ul>		
<b>Equipment needed:</b> SmartBoard, Internet		
<b>Teacher Resources:</b> McDougal Littell's <u>American History</u> , Harcourt's Social Studies		
<b>Formative Assessments</b>		
<ul style="list-style-type: none"> <li>• Teacher questions will be utilized to check for daily understanding</li> <li>• Peer evaluations and critiques of student writing</li> <li>• Teacher periodically check student projects under construction</li> <li>• Writing tasks at the beginning or end of class</li> <li>• Monitor cooperative group discussions</li> <li>• Quiz</li> </ul>		
<b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b>		
<ul style="list-style-type: none"> <li>• Menus</li> </ul>		

- Choice Boards
- Tiered Assignments
- Partner work
- Leveled Texts
- Flexible grouping
- Individualizing lessons
- Compacting
- Varying question levels

**Unit 8 Overview**

**Content Area:** Social Studies

**Unit 8 Title:** Culture and Politics of the 1960's -1980's

**Grade Level:** 8

**Unit Summary**

- President Nixon governed a divided nation and faced political scandal that forced him to resign.
- During the 1980's conservatives reshaped domestic policy, and world events were influenced by U.S. policy.
- The U.S. faces great challenges in the 21<sup>st</sup> century.

**Primary interdisciplinary connections:** Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH6-8.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**21<sup>st</sup> Century Themes 9.1:** This unit will also infuse the 21<sup>st</sup> Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

**Learning Targets**

**Standards**

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.3 Active Citizenship in the 21st Century** 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.

**Content Statements**

- Differing views on government's role in social and economic issues led to greater partisanship in government decision making.
- The increased economic prosperity and opportunities experienced by many masked



growing tensions and disparities experienced by some individuals and groups.

- Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
- Recognize the causes and effects of prejudice on individuals, groups, and society.
- Recognize the value of cultural diversity, as well as the potential for misunderstanding.
- Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes.
- Listens open-mindedly to views contrary to their own.
- Collaboratively develop and practice strategies for managing and resolving conflict.
- Demonstrate understanding of democratic values and processes.
- Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences.
- Challenge unfair viewpoints and behavior by taking action.
- Make informed and reasoned decisions.
- Accept decisions that are made for the common good.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
6.1.12.A.14.b	Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.
6.1.12.A.14.h	Assess the effectiveness of government policies in balancing the rights of the individual against the need for national security.
6.1.12.B.14.c	Evaluate the impact of individual, business, and government decisions and actions on the environment, and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
6.3.8.C.1	Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).
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.	
WHST6-8.5	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.	
RH6-8.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	
RH6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	
<b>Unit Essential Questions</b>	<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>• Do you think America’s economy has helped it remain a world power?</li> <li>• How has the U.S. constitution helped resolve conflict?</li> <li>• How secure do you think the U.S. is today?</li> </ul>	<ul style="list-style-type: none"> <li>• (various answers)</li> <li>• It is our law which governs our people, held by the highest courts.</li> <li>• (various answers)</li> </ul>	
<b>Evidence of Learning</b>		
<b>Summative Assessment</b>		
<ul style="list-style-type: none"> <li>• NJ ASK 8</li> <li>• Section Quizzes</li> <li>• <u>American History</u> Unit Exam</li> </ul>		
<b>Equipment needed:</b> SmartBoard, Internet		
<b>Teacher Resources:</b> McDougal Littell’s <u>American History</u> , Harcourt’s Social Studies		
<b>Formative Assessments</b>		
<ul style="list-style-type: none"> <li>• Teacher questions will be utilized to check for daily understanding</li> <li>• Peer evaluations and critiques of student writing</li> <li>• Teacher periodically check student projects under construction</li> <li>• Writing tasks at the beginning or end of class</li> <li>• Monitor cooperative group discussions</li> <li>• Quiz</li> </ul>		
<b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b>		
<ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> </ul>		

**Brigantine Public School District**

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

- Individualizing lessons
- Compacting
- Varying question levels

**Unit 9 Overview**

**Content Area:** Social Studies

**Unit 9 Title:** Research

**Grade Level:** 7

**Unit Summary**

- Formal citation methods are used to give credit to sources in written research
- 3-5 page research paper will be completed using MLA format

**Primary interdisciplinary connections:** Technology; Reading Informational Text; Writing; Speaking and Listening

English Language Arts- RH8.7-Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**21st Century Themes** 9.1: This unit will also infuse the 21st Century Life & Careers standard 9.1, strands A-D. These strands include: Critical Thinking and Problem Solving; Creativity and Innovation; Collaboration, Teamwork and Leadership and Cross Cultural Understanding and Interpersonal Communication.

Career Ready Practices- CRP1- Act as a responsible and contributing citizen and employee. CRP2- Apply appropriate academic and technical skills. CRP 4- Communication clearly and effectively and with reason. CRP5- Consider the environmental, social, and economic impacts of decisions.

**Learning Targets**

**Standards: Common Core State Standards**

Reading Standards for Literacy in History/Social Studies 6-12

Writing Standards for Literacy in History/Social Studies 6-12

**Content Statements**

- Clear and coherent writing supports my argument.
- The use of visual information also supports my arguments.
- There is a pattern and process to research and writing in technical subjects.

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
RH8.7	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH8.8	Distinguish among fact, opinion, and reasoned judgment in a text.
WHST8.1.a	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically
WHST8.1.b	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
WHST8.1.c	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence

WHST8.1.d	Establish and maintain a formal style.
WHST8.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
<b>Unit Essential Questions</b> <ul style="list-style-type: none"> <li>• Why do I need to cite an author’s words in my writing?</li> <li>• What is the difference between a report and a research paper?</li> <li>• What is plagiarism?</li> </ul>	<b>Unit Enduring Understandings</b> <ul style="list-style-type: none"> <li>• Credit must be given to the author to be correct.</li> <li>• A report is your opinion; a research paper is based on facts derived from specific, cited sources.</li> <li>• Stealing another’s work.</li> </ul>
<b>Evidence of Learning</b>	
<b>Summative Assessment</b> <ul style="list-style-type: none"> <li>• Assigned research work</li> <li>• Note Cards</li> <li>• Outlines</li> </ul> <b>Equipment needed:</b> <b>Teacher Resources:</b> Teacher created assignments focusing on research	
<b>Formative Assessments</b> <ul style="list-style-type: none"> <li>• Research Paper</li> <li>• Speech</li> </ul>	
<b>Modifications: (Special education, ELLs, at-risk students, gifted and talented)</b> <ul style="list-style-type: none"> <li>• Menus</li> <li>• Choice Boards</li> <li>• Tiered Assignments</li> <li>• Partner work</li> <li>• Leveled Texts</li> <li>• Flexible grouping</li> <li>• Individualizing lessons</li> <li>• Compacting</li> <li>• Varying question levels</li> </ul>	