

Fairfield Township School District

SS Curriculum Guide Grade 8

Subject: Social Studies	Grade Level: 8th Grade
Unit 1: The Jeffersonian Age	Pacing: 4 weeks (September-October)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none">- What actions did Jefferson take to reduce the power of the federal government?-How did the United States purchase Louisiana?-What were the results of the expedition of Lewis and Clark?-How did the British and French violate the neutrality of American shipping?-Why did Jefferson	<p>Students will understand that...</p> <ul style="list-style-type: none">-Jefferson cut the federal budget and reduced the federal debt.-the United States negotiated with France to purchase Louisiana.-Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.-the British and French seized American trade ships on the Atlantic-an embargo was imposed because the US did not have the resources to fight.-the War Hawks wanted to gain lands in Canada.- Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers.-the British agreed to move troops out of the west and to stop violating U.S. neutrality.

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<p>decide to impose an embargo?</p> <p>-Why did the War Hawks push for war against Britain?</p> <p>-What led the US to declare war on Britain in 1812?</p> <p>-What did the United States and Britain agree to in the Treaty of Ghent?</p>	
Core Standards	Classroom Applications
<p>6.1.8.B.3.a 6.1.8.D.3.a 6.1.8.A.4.a 6.1.8.B.4.a</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <p>-explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations</p> <p>-recognize and explain why the United States negotiated with France to purchase Louisiana.</p>

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	<ul style="list-style-type: none">-identify and describe why Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries.-identify and assess why the British and French seized American trade ships on the Atlantic-why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight.-explain and discuss why the War Hawks wanted to gain lands in Canada.- determine why Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers. -determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids,</p>
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	<p>manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 8th Grade
Unit 2: The Nation Grows and Prospers	Pacing: 3 weeks (October)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> -What was the Industrial Revolution, and how did it take hold in the United States? -What was daily life like in early factories? -What impact did the Industrial Revolution have on American cities? -How did Americans improve transportation in the early 1800s? -How did congress help American industry after the war of 1812? -What was the purpose of the Monroe Doctrine? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -the industrial revolution was the development of mills and factories caused by the harnessing of natural power. -daily life in factories was long, unsafe, and inhumane. -many major and current US cities grew up around the factories that people moved to work in. -Americans used the technology created in the industrial boom to create new modes of transportation. -congress helped industry grow by lending money to businesses and restoring order to the nation's money supply. - the Monroe Doctrine was a political point of view adopted by the US in 1820 that stated the US would stay out of European affairs, and would not tolerate any new colonies being creating in the western hemisphere.

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Core Standards	Classroom Applications
<p>6.1.8.A.4.a 6.1.8.A.4.c 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.C.4.b 6.1.8.C.4.c 6.1.8.D.4.a</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> - compare and contrast the factory life from the days of the industrial revolution with the current ones operating in our modern society - assess the daily life in factories during the early industrial era, and determine the inherent dangers that factory workers were exposed to. - identify the cause of the growth of industrial cities, and the effect the dense populations had on the lives of the people living in them. - determine how the rise of industry led to the development of advanced modes of transportation and the effect they had on trade within the United States. - determine why congress helped industry grow by lending money to businesses and assess the benefits that was created for our nation's trade. - compare the US government's public position as stated within the Monroe Doctrine, and contrast it with the financial desires that drove the US to keep foreign nations from establishing themselves in the western hemisphere.

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	<p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u> CRP1 Act as a Responsible and contributing citizen and employee. CRP2 Apply appropriate academic and technical skills. CRP5 Consider the environmental environmental, social and economic impacts of decisions. CRP9 Model integrity, ethical leadership and effective management. CRP11 Use technology to enhance productivity. CRP12 Work productively in teams while using cultural global competence.</p>	

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities

- Response Sheets
- Observations, Questioning, and discussions
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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Curriculum Guide

Subject: Social Studies	Grade Level: 8th Grade
Unit 3: Jacksonian Era	Pacing: 5 weeks (November-December)
Essential Questions	Enduring Understandings
<p>-How did technology lead to American growth and development?</p> <p>-How did the United States strengthen its relationship with Latin America?</p> <p>-What was the Missouri Compromise and how did it settle an important regional conflict?</p> <p>-What political factors created a controversy during the elections of 1824?</p> <p>-What factors caused democracy to</p>	<p>Students will understand that...</p> <p>-the rising costs of commodities, and greater ease of movement along US waterways encouraged, and allowed US citizens to move west of the Mississippi.</p> <p>-the US position toward European involvement, known as the Monroe Doctrine, increased US relations with burgeoning Latin American nations.</p> <p>-the Missouri Compromise briefly settled the growing controversy over free and slave states admittance into the Union.</p> <p>-political patronage, and party alliances within the US congress decision over the election of 1824 created a controversy that hung over John Quincy Adams presidency.</p>

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<p>spread in America during the 1820s?</p> <p>-How did the election of Jackson in 1828 mark a change in American politics?</p> <p>-What controversies surrounded Jefferson's presidency?</p>	<p>-the US congress decision to expand the right to vote to a broader base of citizens was brought on by the motivations of political parties.</p> <p>-the movement toward greater democracy and creation of a second party system marked a major change in US politics during Jackson's administration.</p> <p>-controversies such as the National Bank controversy, the debate over tariffs, and Indian Removal marred the presidency of Andrew Jackson.</p>
Core Content Standards	Classroom Applications
<p>6.1.8.A.4.a 6.1.8.A.4.c 6.1.8.B.4.b 6.1.8.C.4.a 6.1.8.D.1.b 6.1.8.C.S7</p>	<p>Objectives: Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> - apply their knowledge of economics to the political reasons for the lowering land costs in the US territories. - determine whether or not the Monroe Doctrine truly was in support of burgeoning Latin nations, or an attempt at increasing US trade with said nations. -compare and contrast the patronage involved against the congressional bias in voting that determined JQ Adams election in 1824. -provide supporting details that prove that the US congress expanded the vote to the common man in exchange for votes. - Describe Andrew Jackson's victory in the election of 1828. - Describe the culture of Native Americans in the Southeast.

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- Describe the conflict over land occupied by Native Americans in the Southeast.
- Discuss the forced removal of Native Americans.
- Describe the disagreement over the Bank of the United States.
- Discuss the differing viewpoints on the balance of federal powers.
- Explain why South Carolina threatened to secede from the Union.
- Describe the economic crisis that began in 1837.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives

1. -UDL Choice Board
2. -Create Plague Headline
3. -Video and Primary Source Research
4. -Simulation Writing Piece
5. -Evaluate Primary Document / Magna Carta

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	<u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u>
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Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework

Enrichment: computer-based research, high level thinking task, class presentation

Limited English Proficiency: vocabulary support, word/picture association, visual aids

<u>Connections to other content areas, including 21st Century Skills:</u>	
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21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 8th
Unit 3: Westward Expansion	Pacing: 6 weeks (December-February)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - Why did many US citizens choose to settle in Oregon Country? -How did Christian missionaries help to increase western expansion? -Why did Americans settle in Mexican Texas? -What led to the siege at the Alamo? -What was the Lone Star Republic and how was it created? -What led to the Mexican/American War? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -the land agreement between the US and Britain, inexpensive land, and the promise of new jobs lead to resettlement in the Oregon country. -Christian missions desire to convert the Natives in the western territories lead to increased western expansion -the promise of inexpensive land led many US citizens to resettle in Mexican Texas. -controversy over citizenship requirements, and Santa Anna's lust for power led to the siege at the Alamo. -the Lone Star Republic was the independent state of Texas, and was created after the Texans victory over Santa Anna's forces in 1836. -disagreements over the ownership of Texas, and disagreements between the US and Mexican border led to the Mexican/American War. -the US strategy for victory over Mexico was a multi pronged attack, coupled with a revolution by US settlers within the Mexican state of California. -the Mormons ostracization in the east led to their resettlement in the Utah territory, and encouraged further western resettlement.

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-What was the US strategy for victory over Mexico in Mexican/American War?

-How did the Mormon's resettlement lead to greater Westward Expansion?

-What led to massive population increase in California beginning in 1848?

-How was a diverse population created on the US western coast?

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-the discovery of gold at Sutter's Mill California in 1848 led to increased immigration from all over the world.

-the massive influx of foreign settlers to California due to the gold rush greatly increased America's cultural diversity.

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Core Content Standards	Classroom Applications
<p>6.1.8.B.1.a 6.1.8.CS4 6.1.8.B.4.a 6.1.8.A.4.b</p>	<p><u>Objectives:</u> Students will be able to independently use their learning to...</p> <ul style="list-style-type: none"> - Identify the destinations of settlers heading west in the early 1800's. - Describe the unique culture of the Southwest. - Explain the meaning of Manifest Destiny. - Explain how traders and fur trappers helped open the West. - List the reasons pioneers traveled along the Oregon Trail and describe the hardships they faced. - Discuss the issues for women, Native Americans, and new settlers in the West. - Explain how Texas became independent from Mexico. - Discuss the issues involved in annexing Texas and Oregon. - Summarize the main events in the Mexican American War. - Explain how the United States achieved Manifest Destiny. - Explain why the Mormons settled in Utah and the issues that divided Mormons and the federal government. - Discuss the effects of the 1849 California gold rush. - Describe how California's population had changed 1850. <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids,</p>

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	<p>manipulatives</p> <ol style="list-style-type: none">6. -UDL Choice Board7. -Create Plague Headline8. -Video and Primary Source Research9. -Simulation Writing Piece10. -Evaluate Primary Document / Magna Carta <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
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Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 8th
Unit 4: Antebellum	Pacing: 7 weeks (February-March)
Essential Questions	Enduring Understandings
<p>-How did political and agricultural influences lead to increased immigration to the US beginning in the 1840s?</p> <p>-What circumstances shaped life in the North?</p> <p>-How did the cotton gin lead to increased industry in the North and in the South?</p> <p>-What was life like for free African Americans and white southerners before the Civil War?</p> <p>-What was life like for enslaved Africans in the South?</p> <p>-How did abolitionists affect slavery?</p>	<p>Students will understand that...</p> <p>- revolution and famine led to increased immigration from Germany and Ireland to the United States.</p> <p>-worsening factory conditions led to significant changes in the quality of life in cities throughout the North.</p> <p>-increased cotton production led to increased factory production in the North and need for slaves in the South.</p> <p>-African Americans' had highly restricted lives compared to their white counterparts.</p> <p>-enslaved Africans had restrictive slave codes, were seen as property, and held no rights of citizens.</p> <p>-Abolitionists attempted to outlaw slavery through publications and public speaking.</p>

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<p>-How did the Compromise of 1850 change the slave laws of the United States?</p> <p>-How did popular sovereignty lead to bloodshed in Kansas?</p> <p>-How did the Dred Scott decision lead to increased tensions over the issue of slavery?</p> <p>-Why did the election of Abraham Lincoln lead to South Carolina seceding from the Union?</p>	<p>-the Compromise of 1850 kept the number of free states and slave states equal and outlawed the sale of slaves in Washington D.C. and reinforced the Fugitive Slave Act.</p> <p>-independent vote over slave-state status in Kansas caused conflict amongst citizens.</p> <p>-the Supreme Court's ruling that slaves were property caused an uproar amongst citizens who feared that slavery would be allowed in any state.</p> <p>-the election of Abraham Lincoln, who was against the expansion of slavery, convinced many southerners that he would outlaw slave and cause South Carolina to be the first state to secede from the Union.</p>
<p>Core Content Standards</p>	<p>Classroom Applications</p>
<p>6.1.8.D.4.b 6.1.8.D.5.a 6.1.8.C.3.c 6.1.8.CS4 6.1.8.D.4.c</p>	<p><u>Objectives:</u> Students will be able to independently use their learning to...</p> <p>-Explain why conflict arose over the issue of slavery in the territories after the Mexican-American War.</p> <p>- Identify the goal of the Free Soil Party.</p> <p>- Describe the compromise Henry Clay proposed to settle the issues that divided the North and South.</p> <p>- Summarize the main points of the Compromise of 1850.</p>

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	<ul style="list-style-type: none">- Describe the impact of Uncle Tom’s Cabin. <p>Explain how the Kansas-Nebraska Act reopened the issue of slavery in the territories.</p> <ul style="list-style-type: none">-Describe the effect of the Kansas-Nebraska Act.-Explain why the Republican Party came into being in the 1850s.-Summarize the issues involved in the Dred Scott decision.- Identify Abraham Lincoln’s and Stephen Douglas’s views on slavery.-Describe the differing reactions in the North and the South to John Brown’s raid.-Describe the results of the election of 1860.-Explain why southern states seceded from the Union.-Summarize the events that led to the outbreak of the Civil War. <p><u>Teaching Strategies/Materials:</u></p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <ol style="list-style-type: none">11. -UDL Choice Board12. -Create Plague Headline13. -Video and Primary Source Research14. -Simulation Writing Piece15. -Evaluate Primary Document / Magna Carta
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	<p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	

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Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Timelines
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 8th Grade
Unit 5: Civil War	Pacing: 6 weeks (April-May)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - What led to eleven US states seceding from the Union and forming the Confederate States of America? -Who were the key political and military leaders within the US and Confederate States of America during the Civil War? -What were the North and the South's strategies for victory? -What were some of the key battles of the war? -How did the Emancipation Proclamation create another goal for northern victory during the War? -Why was the Battle of Gettysburg a turning point in the War? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -many states disagreed with Lincoln's views on slavery. -Abraham Lincoln and Jefferson Davis as Presidents, and Robert E. Lee and Ulysses S. Grant as Generals of the Southern and Northern Armies, respectively, were key players in the Civil War. -the northern strategy for victory was to form a blockade of all southern ports and the southern strategy was to show the northern population that they would keep fighting until the North surrendered. -key battles of the Civil War included Bull Run, Shilo, Antietam, Gettysburg, and Vicksburg. -the Emancipation Proclamation freed all slaves within states in rebellion, thus giving the Union army another cause to fight. -the Battle of Gettysburg was a turning point in the war because after that the North would never lose another major battle, and the South would never have the resources to invade the North again.

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<p>-What was Grant's plan for victory?</p> <p>-What brought an end to the Civil War?</p>	<p>-Grant's plan for total victory was to wage "total war" on the military, industry, and population of the South.</p> <p>-After the nearly year long siege at Petersburg the Army of Northern Virginia was greatly reduced, and surrendered after being pursued by the Union Army.</p>
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Core Standards	Classroom Applications
<p>6.1.8.CS5 6.1.8.A.5.a 6.1.8.B.5.a 6.1.8.C.5.a 6.1.8.D.5.a 6.1.8.D.5.b 6.1.8.D.5.c 6.1.8.D.5.d</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> - Identify the states that supported the Union, the states that seceded, and the states whose loyalties were divided. - Describe the advantages each side had in the war. - Compare the different strategies used by the North and the South. - Summarize the results of the First Battle of Bull Run. - Describe the conditions soldiers in camp faced. - Explain how new weapons made fighting the war more dangerous. - Describe the course of the War in the East in 1862. - Describe the early days of the war in the West and at sea. - Explain why Lincoln issued the Emancipation Proclamation. - Identify the effects of the Proclamation. - Describe the contributions of African Americans to the Union. - Explain how opposition to the war caused problems for both sides. - Identify the reasons that both sides passed draft laws. - Describe the economic hardships the war caused in the North and the South. - Describe the contributions of women to the war effort. - Describe the significance of the battles at Vicksburg and Gettysburg. - Explain how Union generals used a new type of war to defeat the Confederacy. - Explain how the war ended.

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<p><u>Unit Resources: (related websites, reference materials, etc.)</u></p>	

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Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
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- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

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Subject: Social Studies	Grade Level: 8th Grade
Unit 6: Reconstruction	Pacing: 6 weeks (May-June)
Essential Questions	Enduring Understandings
<p>-How did Congress and President Lincoln differ on their views of Reconstruction?</p> <p>-What problems did the nation face in rebuilding after the Civil War?</p> <p>-What led to opposition for President Johnson's plan for Reconstruction?</p> <p>-What was the 14th Amendment?</p> <p>-Who were the radical Republicans?</p> <p>-What was the 15th Amendment?</p> <p>-What was the Southern reaction to African Americans' position in power?</p> <p>-How were African Americans' rights restricted by the end of Reconstruction?</p>	<p>Students will understand that...</p> <ul style="list-style-type: none"> -Congress's plan was stricter than Lincoln's view. -Citizens suffered homelessness, starvation, and racial tension, and politically deciding how to deal with states joining the Union. - How to deal with freed slaves, and how Southern whites should be treated. - The 14th Amendment granted citizenship to African Americans. - Radical Republicans took the strict approach in allowing the South back into the Union. -The 15th Amendment granted African American men voting rights. -Southern states created anti-African American groups. -The federal government took away protection and allowed individual states to impose their own restrictive laws (ie: segregation, holding office, voting,

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	etc.)
Core Standards	Classroom Applications
<p>6.1.8.CS5 6.1.8.A.5.b 6.1.8.C.5.b</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> - Describe the postwar challenges that faced the nation. - Compare and contrast President Lincoln’s plan for Reconstruction with the plan proposed by Congress. - Identify the goals of the Freedmen’s Bureau. - Describe the immediate impact of Lincoln’s assassination. - Explain why conflicts developed over plans for Reconstruction. - Describe the changes in the South brought about by Radical Reconstruction. - Explain how Congress tried to remove President Johnson from office. - Describe how the Ku Klux Klan and other secret societies tried to prevent African Americans from exercising their rights. - Explain why support for Reconstruction declined. - Describe how African Americans in the South lost many newly gained rights. - Describe the sharecropping system and how it trapped many in a cycle of poverty. - Identify the signs that the South began to develop a stronger economy by the 1880’s.

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	<p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u> 21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p>	

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Career Ready Practices

CRP1 Act as a Responsible and contributing citizen and employee.

CRP2 Apply appropriate academic and technical skills.

CRP5 Consider the environmental environmental, social and economic impacts of decisions.

CRP9 Model integrity, ethical leadership and effective management.

CRP11 Use technology to enhance productivity.

CRP12 Work productively in teams while using cultural global competence.

Unit Resources: (related websites, reference materials, etc.)

Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Fairfield Township School District

Subject: Social Studies	Grade Level: 7th Grade
Unit 7: New Republic	Pacing: 4 weeks (March-April)
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - What were the weaknesses of the Articles of Confederation? -What events led Americans to call for changes to the Articles of Confederation? -What compromises did the delegates have to reach before the Constitution could be signed? -What were the key issues in the debate between the Federalists and the Anti-federalists? -Why was the Bill of Rights added to the Constitution? -What steps did Washington take to make the new government work? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation. - disputes between states and events such as Shay’s Rebellion led the government rethinking the laws and framework of the new nation. -that delegates had to compromise over the citizenship of slaves and dominance of large states over small states in writing a new Constitution. -that Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. - the Bill of Rights was added to protect the rights of citizens -president Washington set precedents that are still followed today in establishing cabinets and federal court system. -Hamilton established a three step plan to establish a new economic system.

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<p>-What was Hamilton’s plan to reduce the nation’s debt and rebuild the economy?</p> <p>-Why did political parties develop?</p> <p>-How did John Adams handle conflict with France?</p> <p>-How did the Alien and Sedition Acts raise the issue of the rights of states?</p> <p>-What role did Congress play in the election of 1800.</p>	<p>-political parties formed out of the differences of opinions about state and federal government.</p> <p>-that John Adams remained neutral in respect to the conflict with France.</p> <p>-Thomas Jefferson declared that states can nullify a law passed by federal government if they feel it is unconstitutional.</p> <p>-Congress had to vote to decide the winner of the election.</p>
<p>Core Standards</p>	<p>Classroom Applications</p>
<p>6.1.8.A.2.b 6.1.8.A.3.a 6.1.8.A.3.b 6.1.8.A.3.c 6.1.8.A.3.d 6.1.8.A.3.e 6.1.8.A.3.f 6.1.8.A.3.g 6.1.8.B.3.b 6.1.8.C.3.b 6.1.8.C.4.a 6.1.8.D.3.b 6.1.8.D.3.c 6.1.8.D.3.g</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <p>-understand that the Articles of Confederation did not allow the new government to impose taxes, raise a standing army, or to act as a unified nation, and discuss what steps the founders took to make the necessary changes.</p> <p>- understand that the the disputes between states and events such as Shays Rebellion led the government to rethink the laws and framework of the new nation, and discuss why a sovereign nation needs to be able to enforce its laws.</p> <p>-understand that delegates had to compromise over the citizenship of slaves and</p>

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	<p>dominance of large states over small states in writing a new Constitution, in order to show understanding of the compromises that were made for all the delegates to accept the Constitution.</p> <p>-understand that the Federalists supported the new Constitution and Anti-Federalists believed the new Constitution gave the government too much power and did not include individual rights of citizens. Students will be able to discuss how the Federalist papers convinced many to accept the Constitution</p> <p>-understand that the Bill of Rights was added to protect the rights of citizens, and to discuss how these same rights affected citizens of that era as well as our modern nation.</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p>
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	<p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
<p><u>Connections to other content areas, including 21st Century Skills:</u></p> <p>21st Century Themes - Global Awareness, Civic Literacy</p> <p>21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration</p> <p><u>Career Ready Practices</u></p> <p>CRP1 Act as a Responsible and contributing citizen and employee.</p> <p>CRP2 Apply appropriate academic and technical skills.</p> <p>CRP5 Consider the environmental environmental, social and economic impacts of decisions.</p> <p>CRP9 Model integrity, ethical leadership and effective management.</p> <p>CRP11 Use technology to enhance productivity.</p> <p>CRP12 Work productively in teams while using cultural global competence.</p>	
<p><u>Unit Resources: (related websites, reference materials, etc.)</u></p>	

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Unit Assessment Opportunities:

- Response Sheets
- Observations, Questioning, and discussions
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test

Fairfield Township School District

Subject: Social Studies	Grade Level: 8th Grade
Unit 8: The Jeffersonian Age	Pacing: Three weeks
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> - What actions did Jefferson take to reduce the power of the federal government? -How did the United States purchase Louisiana? -What were the results of the expedition of Lewis and Clark? -How did the British and French violate the neutrality of American shipping? -Why did Jefferson decide to impose an embargo? -Why did the War Hawks push for war against Britain? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> -Jefferson cut the federal budget and reduced the federal debt. -the United States negotiated with France to purchase Louisiana. -Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries. -the British and French seized American trade ships on the Atlantic -an embargo was imposed because the US did not have the resources to fight. -the War Hawks wanted to gain lands in Canada. - Britain was violating U.S. shipping, the impressment of U.S. sailors, and encouraging Native Americans to attack American settlers. -the British agreed to move troops out of the west and to stop violating U.S. neutrality.

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<p>-What led the US to declare war on Britain in 1812?</p> <p>-What did the United States and Britain agree to in the Treaty of Ghent?</p>	
Core Standards	Classroom Applications
<p>6.1.8.A.4.a 6.1.8.B.4.a</p>	<p><u>Objectives:</u> Students will independently be able to use their skills to:</p> <ul style="list-style-type: none"> -explain why Jefferson cut the federal budget and reduced the federal debt, and compare it to modern financial situations -recognize and explain why the United States negotiated with France to purchase Louisiana. -identify and describe why Lewis & Clark mapped a route to the Pacific, increased relations with Natives, and made Scientific discoveries. -identify and assess why the British and French seized American trade ships on the Atlantic -why an embargo was imposed on foreign nations, and discuss why the US did not have the resources to fight. -explain and discuss why the War Hawks wanted to gain lands in Canada. - determine why Britain was violating U.S. shipping, the impressment of U.S.

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	<p>sailors, and encouraging Native Americans to attack American settlers.</p> <p>-determine why the British agreed to move troops out of the west and to stop violating U.S. neutrality</p> <p><u>Teaching Strategies/Materials:</u> Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, textbook, DVDs, Internet, Technology (SmartBoard, student computers/laptops, PowerPoint, Websites, etc), supplemental books, visual aids, manipulatives</p> <p><u>Differentiation Strategies/Modifications (i.e. ESL, Special Education, Gifted & Talented):</u></p> <p>Extra Support: 1:1 teacher redirect / re-teach, peer helper, vocabulary support, visual aids, modified tests/quizzes, modified homework</p> <p>Enrichment: computer-based research, high level thinking task, class presentation</p> <p>Limited English Proficiency: vocabulary support, word/picture association, visual aids</p>
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Connections to other content areas, including 21st Century Skills:

21st Century Themes - Global Awareness, Civic Literacy

21st Century Skills - Creativity and Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Career Ready Practices

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