

Hanover Township Public Schools

Social Studies Curriculum

Grade 8

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A curriculum plan is one phase of the curriculum process. Based on the specific expectations for student achievement delineated in the NJSLS, groups of teachers develop a basic framework (curriculum plan) that guides the instructional lesson plans that each teacher makes for classroom instruction. These lesson plans contain detailed information about each segment of instruction for students. As a follow-up, teachers submit a curriculum map (Curriculum Communication), which records what actually was presented to students during a specific length of time. Student achievement is assessed through a variety of experiences and measures, including standardized tests, locally developed assessments, projects, presentations, programs, displays and portfolios of student work.

Inherent in the instructional program in Hanover Township is the incorporation of several instructional strategies and practices that expand the presentation of curriculum to students. Through the **integration of technology**, the practice of **differentiated instruction** and the development of **interdisciplinary projects and experiences**, the students in the Hanover Township Schools experience an enriched and meaningful instructional program. Details about the specifics of such experiences would be part of the lesson planning that supports the curriculum plan for each of the NJSLS.

The curriculum plan is one of the initial stages of the learning cycle. It provides a common starting point for teachers to develop appropriate instructional activities for their classes.

Hanover Township Public Schools

The Social Studies Curriculum Plan is supported by the following textbook and technology based instructional programs:

Grades K-8

- K Networks Social Studies Living, Learning, and Working Together, McGraw Hill
- 1 Networks Social Studies Our Community and Beyond, McGraw Hill
- 2 Networks Who We Are As Americans, McGraw Hill
- 3 Social Studies Our Communities, Houghton Mifflin Harcourt
- 4 Social Studies New Jersey, Houghton Mifflin Harcourt
- 5 Social Studies The United States, Houghton Mifflin Harcourt
- 3-8 Channel One News Subscription, Houghton Mifflin Harcourt
- Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 6

World History Ancient Civilizations through the Renaissance,
Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 7

World Geography, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

Grade 8

United States History, Houghton Mifflin Harcourt, 2012
Newsela Pro – Computer Based Non Fiction Reading Grades 6-8

In addition, numerous trade books, novels, publications, presenters, media resources (i.e. United Streaming) and field trips enrich the social studies learning experience for students.

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| <p align="center"><i>Unit of Study Essential Questions (Purpose of Unit of Study)</i></p> | <p align="center"><i>Key Learning Objectives (NJSLs)/(CCSS)</i></p> | <p align="center"><i>Student Accomplishments</i></p> | <p align="center"><i>Assessment (How student will demonstrate knowledge)</i></p> | <p align="center"><i>Resources and Sample Activities</i></p> | <p align="center"><i>Suggested Length of Study and Dates</i></p> |
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| <p>United States Geography</p> <p>Where on the map are the 50 states located and what are their capitals?</p> | <p>6.1.8</p> | <p>Students will know the location of each state, the capital, and the abbreviation.</p> | <p>Quizzes and Tests where students are asked to fill out blank maps of the United States.</p> | <p>Classroom map Overheads Map in student agenda book</p> | <p>5 minutes a day during the month of September</p> |
| | <p>6.1.8.A.2, 6.1.8.B.2, 6.1.8.C.2, 6.1.8.D.2 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Students will compare and contrast the 3 main regions of the 13 colonies including how they were founded, how they developed, and their economic resources. b) Students will have and understand of colonial life including food, customs, family life, law, and relationships to Native Americans. c) Students will understand how colonial economics caused a need for slavery and how the Triangle Trade affected slavery. <ol style="list-style-type: none"> b) Students will be able to compare and contrast slaves and indentured servants. 2. <ol style="list-style-type: none"> a) Students will recognize why freedom of speech was important to the colonists. | <ol style="list-style-type: none"> 1. <ol style="list-style-type: none"> a) Mini chapter quizzes for ending each section. b) Document Based Question discussing the similarities and differences in the ways slavery was practiced in the New England colonies, the Mid-Atlantic colonies, and in the southern colonies. c) Students will complete a “Perfect 10” on colonial life. d) Students will write a power paragraph based on film, “Journey to America”. e) Students will write a colonial ghost story. | <p><u>United States History</u> chapters 3</p> <p><u>Making 13 Colonies</u></p> <p><u>History Alive - From Colonies to the Revolution</u></p> <p><u>Molly Bannack</u></p> <p><u>Scholastic Magazine-</u> “Arrest that Printer” (play)</p> <p><u>Cobblestone Magazine-</u> “French and Indian War Issue”</p> <p>Films- “Journey to America” “ Legend of Sleepy Hollow, A Storybook</p> | <p>4-5 weeks</p> |

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| | | <p>b) Students will recognize the importance of this freedom today.</p> <p>c) The students will be exposed to the colonial art form of decorating powder horns.</p> <p>3. a) Students will recognize how England became the dominant force in the colonies.</p> <p>b. Students will learn how the Enlightenment influenced colonial leaders to question the role of governments.</p> <p>c. Students will learn the 13 major events that caused our split from England and be able to summarize these events</p> <p>d. b) Students will understand the power of political cartoons.</p> <p>* During this unit students will improve their note taking skills and learn about various study skills and note taking techniques.</p> | <p>2. a) Students will complete a graphic organizer in order to make inferences about how the French and Indian War effected the colonies.</p> <p>b) Students will create a French and Indian War powder horn with historically accurate pictures and symbols.</p> <p>3. a. Students will fill in a graphic organizer on the Enlightenment.</p> <p>b. Students will answer open-ended questions about the film, “Johnny Tremain”.</p> <p>c. Students will create a political cartoon and write a newspaper article on two of the causes of the Revolution.</p> <p>d. Students will create a rebus story about the causes of the Revolution.</p> <p>d) Teacher made test</p> | <p align="center">Classic”</p> <p align="center">Cultural Awareness Day</p> | |
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Unit of Study: Colonies

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Students will study the foods and customs of Colonial life incorporating health education. Students will write a colonial ghost story in conjunction with the Language Arts study of story writing. Students will complete math word problems based on colonial life. Students will write a Rebus story and a newspaper article about the Revolution. (Language Arts) Students will complete Math word problems based on the American Revolution. (Math) Students create political cartoon about the Revolution. (Art) |
| Integration of Technology: | Students will use an interactive DVD in conjunction with the 3M projector to study Jamestown. Students will use the computer to complete a colonial ghost story. Movies shown: “Journey to America”, “Legend of Sleepy Hollow”, and “Johnny Tremain” Students will view embedded videos from History.com |
| Differentiated Instruction: | Students will complete a “perfect 10” assessment where they are able to choose their own assessment activities. The length and quality of the answers to open-ended questions will be based on the ability of each student. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

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| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
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21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy X | ICT Literacy X | Life and Career Skills X | |

Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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| <ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating | <ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework | <ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses | <ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice | <ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework |
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| <p align="center"><i>Unit of Study Essential Questions (Purpose of Unit of Study)</i></p> | <p align="center"><i>Key Learning Objectives (NJSLS)/(CCSS)</i></p> | <p align="center"><i>Student Accomplishments</i></p> | <p align="center"><i>Assessment (How student will demonstrate knowledge)</i></p> | <p align="center"><i>Resources and Sample Activities</i></p> | <p align="center"><i>Suggested Length of Study and Dates</i></p> |
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| <p>American Revolution</p> <p>1. How was it possible for the American Patriots to gain their independence from the powerful British Empire?</p> <p>a. How did the tensions between the colonies and Great Britain lead to armed conflict in 1775?</p> <p>b. How did the colonies formally declare their independence from Great Britain?</p> <p>c. What obstacles did the Patriot forces face in the war against Great Britain?</p> <p>d. Why did the war spread to the Southern Colonies?</p> <p>e. How were the British finally defeated?</p> | <p>6.1.8.A.3, 6.1.8.B.3, 6.1.8.C.3, 6.1.8.D.3 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <p>1. a) Students will recognize the major patriots and events of the Revolutionary War period. b) Students will understand the importance of New Jersey to the American Revolution.</p> <p>*Note taking and critical thinking skills will be strengthened during this unit.</p> | <p>1. a) Students will create a timeline of Revolutionary War battles. b) Students will answer open-ended questions using their notes from the text book. c) Students will be given a Revolutionary War figure to research and create an interview with the historical person chosen.</p> <p>d)Teacher made test</p> | <p><u>United States History-</u> <u>chapter 4</u></p> <p>Longfellow’s poem “Paul Revere’s Ride”</p> <p>Materials from the Morris County National Park Service</p> <p><u>This Time Tempe Wicke?</u></p> <p>Films- “Morristown: Where America Survived”</p> <p>Cultural Awareness Day</p> | <p>5 weeks</p> |

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Unit of Study: American Revolution

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Students will write an interview using the question and answer technique. (Language Arts) Students will learn about the lack of hygiene in Revolutionary War camps. (Health) Students will learn about the evolution of weaponry. (Science/Technology) |
| Integration of Technology: | Movies shown: “Morristown: Where America Survived” |
| Differentiated Instruction: | The length and quality of the answers to open-ended questions will be based on the ability of each student. Assignment lengths and difficulty may be modified to meet individual needs. Students may choose the person he/she would like to research. |

21st Century Themes

| | | | |
|------------------|-------------------------------------------------------------|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| X | X | X | X |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| X | X | X | |
| | | | |

Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

| <p align="center"><i>Unit of Study</i> <i>Essential Questions</i> (Purpose of Unit of Study)</p> | <p align="center"><i>Key Learning Objectives</i> (NJSLS)/(CCSS)</p> | <p align="center"><i>Student Accomplishments</i></p> | <p align="center"><i>Assessment</i> (How student will demonstrate knowledge)</p> | <p align="center"><i>Resources and Sample Activities</i></p> | <p align="center"><i>Suggested Length of Study and Dates</i></p> |
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| <p>United States Constitution</p> <p>1. What events and ideas effected the writing of the Articles of Confederation and the Constitution?</p> <p>2. How do the ideas in the Constitution affect the lives of Americans</p> | <p>6.1.8.A.3 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <p>1. Students will understand the need for a constitution.</p> <p>2. Students will demonstrate knowledge of the 3 branches of the government, the amendments, and how the Constitution affects us today.</p> | <ol style="list-style-type: none"> 1. Students will create a political cartoon about why the Articles of Confederation failed. 2. <ol style="list-style-type: none"> a) Students will create a “Did You Know…” poster about the Constitutional Convention. b) Students will create a collage of the Preamble. 3. Students will create a chart of the 3 branches of the government including who is in each branch, each branch’s qualifications, powers, and the system of checks and balances. 4. Students will write a DBQ essay in which they will: <ul style="list-style-type: none"> • explain the importance of three rights protected by the Bill of Rights • specify how these rights used previous laws and documents as their basis | <p>Article, “Road to Change”</p> <p><u>United States History-</u> Chapters 5-7</p> <p><u>We the People</u></p> <p>Film- “Shh, We’re Writing the Constitution”</p> <p>Cultural Awareness Day</p> | <p align="center">3 weeks</p> |

Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

Experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | The creation of a “Did You Know...” poster and Preamble collage. (Art) Students write an DBQ essay about the importance of the amendments. (Language Arts) |
| Integration of Technology: | Use of the 3M projector to show students various people and places. Movie shown: “Shh, We’re Writing the Constitution”. |
| Differentiated Instruction: | Differentiated Instruction: Students choose how many and which facts to include in the “Did You Know....” poster. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

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| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| | | X | |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| X | X | X | |

Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives (NJSLS)/(CCSS)</i> | <i>Student Accomplishments</i> | <i>Assessment (How student will demonstrate knowledge)</i> | <i>Resources and Sample Activities</i> | <i>Suggested Length of Study and Dates</i> |
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| <p>The United States from Jefferson to Jackson</p> <ol style="list-style-type: none"> How did the events of the Jefferson Era Strengthen the Nation? How did the War of 1812 affect America’s standing in the world? What is the history behind the “Star Spangled Banner”? What impact did Andrew Jackson’s Presidency have on the nation? | <p>6.1.8 A.4, 6.1.8 B.4, 6.1.8 C.4 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <ol style="list-style-type: none"> Students will understand the effect the Louisiana Purchase had on the United States. Students will understand how the War of 1812 proved to the world that the United States would not be recaptured by England. Students will understand the history and the meaning of the national anthem. Students will understand that Andrew Jackson’s presidency was marked by political conflicts. Students will understand that Andrew Jackson supported a policy of Indian removal. <p>* Throughout this unit, students will be required to give supporting evidence to prove their opinion.</p> | <ol style="list-style-type: none"> Students will write a journal notebook from either the perspective of Jefferson, Lewis, or Clark. As teacher reads the story of the War of 1812, students will complete a note-taking packet. Students will illustrate the first verse of the National Anthem. Students will write a newspaper articles about the political conflicts the occurred during Jackson’s presidency. Students will create a political cartoon depicting the Indian Removal Act. | <p><u>History of the United States</u> chapters 8-10</p> <p>Holt McDougal Internet web- quest activities.</p> <p>Cultural Awareness Day</p> | <p>2 weeks</p> |

Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

Unit of Study: United States History

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | The creation of a visual product illustrating the effects of the Louisiana Purchase and illustrating the “Star- Spangled Banner. (Art) Students examine the plants and animals discovered during the Louis and Clark expedition. (Science) Journal writing including personal perspective. (Language Arts) Writing and objective newspaper article. (Language Arts) |
| Integration of Technology: | Use of the 3M projector and History.com video clips to enhance the study of Jefferson, Jackson, and the National Anthem |
| Differentiated Instruction: | Students choose which visual they would like to create for the Louisiana Purchase journals and whose perspective they would like to portray. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

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| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| X | | | |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| X | X | X | |

Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

Unit of Study: United States History

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Students will write a skit and perform the skit for their both social studies and language arts grades. Students will use math to decide how much of each product to bring on the Oregon Trail. Each skit must include a song written and performed by the group. (Music and Language Arts) |
| Integration of Technology: | The use of computers, cell phones, and 3M projectors may be used for research and the performance of the skits. |
| Differentiated Instruction: | Students work in groups and perform/write/ illustrate to each student's ability. Students choose which aspect of the assignment to contribute to their group. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

| | | | |
|------------------|-------------------------------------------------------------|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| | X | | X |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| X | X | X | |

Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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| <ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● | <ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies | <p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies | | <ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies |
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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives (NJSLs)/(CCSS)</i> | <i>Student Accomplishments</i> | <i>Assessment (How student will demonstrate knowledge)</i> | <i>Resources and Sample Activities</i> | <i>Suggested Length of Study and Dates</i> |
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| <p>The Civil War</p> <ol style="list-style-type: none"> 1. What changes occurred in the North during the early 1800's? 2. How did slavery and agriculture effect the economy and society of the South? 3. How did the issue of slavery affect politics in the United States? 4. In what ways did the Civil War transform the nation? | <p>6.1.8.A.5, 6.1.8 B.5, 6.1.8 C.5, 6.1.8 D.5 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <ol style="list-style-type: none"> 1. a) The Industrial Revolution transformed the way goods were produced in the United States. b) The introduction of factories changed working life for many Americans. c) Students will study how the advance in new technology lead to new inventions. 2. a) Students will understand how the invention of the cotton gin made the South a one crop economy and increased the need for slave labor. b) Students will learn how Southern society centered around agriculture. c) Students will learn how the slave systems in the South produced harsh living conditions and occasional rebellions. <ol style="list-style-type: none"> 1. Students will understand the 9 causes for the South leaving the Union. 2. a) The students will learn that the Civil War broke out | <ol style="list-style-type: none"> 1. a) Students will take a teacher made quiz on the differences between the North and South. b) Students will create icosahedrons containing facts about the differences between the North and South. 2. Students will take an open notes critical thinking test on the causes of war (teacher made). 3. a) Students will create an Abraham Lincoln "Found" poem. b) Students will create various writings and/or graphic organizers about Lincoln. <p>3-4. a) Civil War vocabulary quiz. b) Students will</p> | <p><u>United States History</u>- chapters 12, 13, 15, 16</p> <p><u>Lincoln A Photo Biography</u></p> <p>Internet for research</p> <p>The Clock", a short story</p> <p>Films- "PBS Civil War" documentary "Young Mr. Lincoln"</p> <p>"So Far From Home"</p> <p>"Clottee: A picture of Freedom"</p> <p>Cultural Awareness Day</p> | <p>7 weeks</p> |

Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

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| | | <p>in the United States in 1861.</p> <p>b) Students will know how Confederate and Union forces faced off in Virginia and at sea.</p> <p>c) Students will learn how fighting in the Civil War spread to the western part of the United States.</p> <p>d) Students will learn how the lives of Americans were affected by the Civil War.</p> <p>e) Students will learn how Union victories ended the Civil War.</p> <p>* Point of view and conflict resolution will be stressed during this unit. **Language Arts reads <u>Bull Run</u>.</p> | <p>create Civil War timeline.</p> <p>c) Students will write a letter home from a soldier and write another letter from the home front to a soldier.</p> <p>d) Students will write the Gettysburg Address in their own words.</p> <p>e) Students will take mini- book quizzes that will count as one quiz grade.</p> | | |
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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Students will have a discussion on the hygiene of camps/soldiers in groups. (health) Students will write poems about Abraham Lincoln. (language arts) Students write letters home from the battlefield and then from home to the battlefield. (language arts) As students read “Bull Run”, discuss the historical aspects. |
| Integration of Technology: | Movies shown: Clips from “PBS Civil War” documentary, “Young Mr. Lincoln”, “So Far From Home” “Clottee: A picture of Freedom” History.com imbedded videos |
| Differentiated Instruction: | Students work in groups to complete the poems. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

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|-----------------------|------------------------------------------------------------------|---------------------|----------------------|
| Global Awareness X | Financial, Economic, Business, and Entrepreneurial Literacy X | Civic Literacy X | Health Literacy X |
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21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy X | ICT Literacy X | Life and Career Skills X | |

Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

| <p><i>Unit of Study</i> <i>Essential Questions</i> (Purpose of Unit of Study)</p> | <p><i>Key Learning Objectives</i> (NJSLS)/(CCSS)</p> | <p><i>Student Accomplishments</i></p> | <p><i>Assessment</i> (How student will demonstrate knowledge)</p> | <p><i>Resources and Sample Activities</i></p> | <p><i>Suggested Length of Study and Dates</i></p> |
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| <p>Immigration, Reformers, and Sectionalism</p> <p>1. How did the reformers affect the social fabric of 19th century America?</p> | <p>6.1.8 A.4, 6.1.8 D.4 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <p>1. Students gain an understanding of how immigration and the various reformers affected the social fabric of 19th century America.</p> | <p>1. Students will research a reformer and then attend a create a 3 minute presentation as the reformer. While students perform, the class will take notes and then complete an open notes quiz on the reformers.</p> | <p><u>United States History-</u> chapter 14</p> <p>Internet for research</p> <p>Cultural Awareness Day</p> | <p>1 week</p> |

Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

Unit of Study: United States History

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Students will learn about various reformers in the field of science, medicine, and education. (Science) Students will give oral presentations. (Language Arts) |
| Integration of Technology: | Use of the Internet for research. |
| Differentiated Instruction: | Students are able to select their reforms and choose how to present their historical person. Students have a guideline of speaking between 3- 5 minutes so they may choose the length of their presentation. |

21st Century Themes

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| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| | X | X | X |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| X | X | X | |
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Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

| <p align="center"><i>Unit of Study</i> <i>Essential Questions</i> (Purpose of Unit of Study)</p> | <p align="center"><i>Key Learning Objectives</i> (NJSLs)/(CCSS)</p> | <p align="center"><i>Student Accomplishments</i></p> | <p align="center"><i>Assessment</i> (How student will demonstrate knowledge)</p> | <p align="center"><i>Resources and Sample Activities</i></p> | <p align="center"><i>Suggested Length of Study and Dates</i></p> |
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| <p>United States from Reconstruction to World War I</p> <p>1. How did America change between Reconstruction and World War I?</p> | <p>6.1.12.A.5, 6.1.12.B.5, 6.1.12.D.5, 6.1.12.A.6, 6.1.12.D.6, RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <p>1. a)Through student made museum boards, students will learn about the major events in United States history from 1865-1914. (settlement of the West, building of the transcontinental railroad, end of the Native American nations, Industrial Revolution, growth of cities, rise of labor unions, United States expansion, the Panama Canal, and suffrage)</p> <p>* Independent research, note-taking, and summarizing are stressed during this unit.</p> | <p>1. a) Students will create a museum board in groups on one of the major topics during the time period. b) Students will use notes taken from each other’s museum board to complete an open notes assessment.</p> | <p>United States History- Chapters 17, 18, 19, 20, 21, 22</p> <p>Internet for research</p> <p>Cultural Awareness Day</p> | <p>2 weeks</p> |
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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

Unit of Study: United States History

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Creation of museum boards emphasizes writing (language arts), art, spatial relations and reasoning (math). |
| Integration of Technology: | Students use the Internet for research and pictures. |
| Differentiated Instruction: | Students work in groups to complete the museum boards and decide which subtopic they would like to research and then present their research to the rest of their group. Students walk around the room examining each group's board and answering questions. Students may complete these activities in groups, with a partner, or individually. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

| | | | |
|------------------|-------------------------------------------------------------|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| X | X | | X |
| | | | |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| X | X | X | |

Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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| <ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating | <ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework | <ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses | <ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice | <ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework |
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| <ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response | <ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions | <ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for | | <ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions |
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| <ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● | <ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies | <p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies | | <ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies |
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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

| <i>Unit of Study Essential Questions (Purpose of Unit of Study)</i> | <i>Key Learning Objectives (NJSLs)/(CCSS)</i> | <i>Student Accomplishments</i> | <i>Assessment (How student will demonstrate knowledge)</i> | <i>Resources and Sample Activities</i> | <i>Suggested Length of Study and Dates</i> |
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| <p>World War I</p> <p>1. How did World War I impact America and transform Europe?</p> | <p>6.1.12.A.7, 6.1.12.B.7, 6.1.12.C.7, 6.1.12.D.7 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <p>1. Students will learn how World War I started in Europe and identify all major countries involved.</p> <p>2. a) Students will learn how the United States joined the Allies. b) Students will view examples of propaganda used during World War I and understand the techniques used. c) The students will become aware of the role of the home front.</p> <p>3. Students will understand how technology changed warfare.</p> <p>4. Students will understand how the Treaty of Versailles resulted in World War II.</p> <p>* Language Arts classes will be reading <u>After the Dancing Days</u>.</p> | <p>1. a) Teacher made test b) Students fill in a map of Europe before and after the war. c) Students use an interactive map to answer teacher created questions. d) Students will create activities that correspond to each section studied using a “menu” technique.</p> <p>* Throughout the unit students will complete activities from the teacher created “Trench Café” menu.</p> | <p><u>United States History</u>-chapter 23</p> <p>World War I artifacts</p> <p>Film clips- “World War I”</p> <p>Cultural Awareness Day</p> | <p>2 weeks</p> |

Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

Unit of Study: United States History

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Students write a paragraph World War I and the start of World War II. (language arts) Math, art, science, and language arts activities are included in the “Trench Café” assignment. |
| Integration of Technology: | Students will watch various video segments about the war from Discovery Education, History Channel, and YouTube Students use the Internet to research. |
| Differentiated Instruction: | Students choose which activities to complete in each section of study from the “Trench Café”. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

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|------------------|-------------------------------------------------------------|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| X | X | X | X |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| X | X | X | |

Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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| <ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating | <ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework | <ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses | <ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice | <ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework |
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| <ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response | <ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions | <ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for | | <ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions |
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| <ul style="list-style-type: none"> ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies ● | <ul style="list-style-type: none"> ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies | <p>understanding/reinforced instruction</p> <ul style="list-style-type: none"> ● Printed copies of class readings for application of Active Reading Strategies | | <ul style="list-style-type: none"> ● Content-focused assessment (not grading for spelling/grammar) ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for understanding/reinforced instruction ● Printed copies of class readings for application of Active Reading Strategies |
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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

| <p align="center"><i>Unit of Study</i> <i>Essential Questions</i> (Purpose of Unit of Study)</p> | <p align="center"><i>Key Learning Objectives</i> (NJSLS)/(CCSS)</p> | <p align="center"><i>Student Accomplishments</i></p> | <p align="center"><i>Assessment</i> (How student will demonstrate knowledge)</p> | <p align="center"><i>Resources and Sample Activities</i></p> | <p align="center"><i>Suggested Length of Study and Dates</i></p> |
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| <p>The 20's and the 30's</p> <ol style="list-style-type: none"> How did United States culture evolve in the 1920's? What caused the Great Depression and how did it end? | <p>6.1.12.A.8, 6.1.12.C.8, 6.1.12.D.8, 6.1.12.C.9, 6.1.12.D.9, 6.1.12.A.10 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <ol style="list-style-type: none"> Students will learn how culture evolved in the 1920's while viewing a documentary. Students will be able to chart the causes of the Depression and the New Deal programs. | <ol style="list-style-type: none"> Students will write an "I Am a Teenager in the 1920's" poem. Students will write an "I Am a Parent in the 1930's" poem. <p>Each poem must contain facts learned.</p> | <p>Scholastic Magazine- "The Great Depression"</p> <p>Film- "The Age of Ballyhoo" various clips from the 1930's</p> <p>Cultural Awareness Day</p> | <p>5 days</p> |
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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

Unit of Study: United States History

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Students will write poems. (language arts) Students will examine technological advances during the time period. (science) |
| Integration of Technology: | Movies shown: “The Age of Ballyhoo”. Students will watch various video segments about the Great Depression from Discovery Education, YouTube, and History.com |
| Differentiated Instruction: | Poem length may be modified to meet the needs of individual students. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

| | | | |
|------------------|-------------------------------------------------------------|----------------|-----------------|
| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| X | X | X | X |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |
| X | X | X | |

Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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| <ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Use of the inclusion teacher to re-instruct in flexible small groups for the struggling learner ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating | <ul style="list-style-type: none"> ● Sheltered instruction ● Consultation with ESL teachers ● Manipulatives ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Flipped Instruction ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework | <ul style="list-style-type: none"> levels ● Multi-media presentations ● Tiered/Scaffolding Lessons ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Words banks ● Reduced choice on assessments ● Preferential seating ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Contracts/manage ment plans ● Open-ended responses | <ul style="list-style-type: none"> ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of advanced learners ● Supplemental reading material for independent study ● Flexible grouping ● Tiered assignments Topic selection by interest ● Open-ended responses ● Manipulatives ● Tiered Lessons ● Flipped Instruction ● Multimedia Presentations ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Conclusions and analysis of exploratory activities ● Career based learning incorporated into each lesson ● Exploration Activities ● Student choice | <ul style="list-style-type: none"> levels ● Multi-media presentations ● Sheltered instruction ● Consultation with ESL teachers ● Tiered/Scaffolding Lessons ● Mnemonic devices ● Visual aids ● Modeling ● Guided note-taking ● Study Guides ● Modified homework ● Differentiated pre-typed class notes and example problems ● Individualized instruction plans ● Manipulatives ● Multimedia Presentations ● Words banks ● Reduced choice on assessments ● Preferential seating ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework |
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| <ul style="list-style-type: none"> ● Choice activities ● Modified time requirements ● Modified notes ● Modify lesson, assessment and study guide format ● Modified homework ● Provide an enriched curriculum and activities ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Career based learning incorporated into each lesson ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response | <ul style="list-style-type: none"> ● Provide an enriched curriculum and activities ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions | <ul style="list-style-type: none"> ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions ● Graphic organizers ● Non-verbal cues to begin task/remain on task/refocus ● Individual monitoring for | | <ul style="list-style-type: none"> ● Independent projects ● Contracts/management plans ● Open-ended responses ● Project-based learning ● Group activities ● Guided Notes ● Exploration Activities ● Assessment read aloud ● Small group assessments ● Organizational Support ● Oral questioning assessments to supplement written response ● Pre-writing Structural Supports for extended writing tasks ● Ongoing teacher feedback as part of the writing process ● Interactive Study Guides ● Multi-sensory approach to instruction ● Written and spoken step-by-step directions |
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Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

| <p align="center"><i>Unit of Study Essential Questions (Purpose of Unit of Study)</i></p> | <p align="center"><i>Key Learning Objectives (NJSLs)/(CCSS)</i></p> | <p align="center"><i>Student Accomplishments</i></p> | <p align="center"><i>Assessment (How student will demonstrate knowledge)</i></p> | <p align="center"><i>Resources and Sample Activities</i></p> | <p align="center"><i>Suggested Length of Study and Dates</i></p> |
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| <p><u>World War II</u></p> <p>1. How did the events and battles during World War II change American society and the nation's role in the world?</p> | <p>6.1.12.D.10, 6.1.12.A.11, 6.1.12.B.11, 6.1.12.D.11 RH.6-8. 1,2,3, 4, 7, 9 WHST. 6-8. 2, 4, 6, 7, 9</p> | <ol style="list-style-type: none"> 1. Students will learn how the rise of aggressive totalitarian governments led to the start of WWII. 2. Students will learn how American involvement in World War II helped the U.S. economy and changed the lives of many Americans. 3. Students will learn how after fierce fighting in North Africa and Europe, the Allies stopped the "German advance and slowly began driving back German forces. 4. Students will learn how Allied forces reversed Japan's expansion in the Pacific and battled toward the main Japanese islands. 5. Students will learn how the allies won WWII. 6. Students will take part in a daylong Holocaust workshop. <p>* Language Arts reads the play "The Diary of Anne Frank"</p> | <ol style="list-style-type: none"> 1. Teacher made quizzes 2. Students respond in journals from readings about the Holocaust. 3. Students plot the war in Europe and the Pacific on a map. 4. Students radio broadcast about an event from the war. | <p><u>War, Peace, and All that Jazz</u></p> <p><u>United States History- chapter 26</u></p> <p>Various Holocaust readings</p> <p>Through the Eyes of a Friend performance</p> <p>Films- Various World War II documentaries</p> <p>Cultural Awareness Day</p> | <p>2 Weeks</p> |

Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

Unit of Study: United States History

The following activities and experiences for students are examples of the integration of specific skills and strategies which support student achievement for the unit.

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| Interdisciplinary Connections: | Students participate in a day long Holocaust workshop incorporating science and language arts activities. Students will examine technological advances during the time period. (science) |
| Integration of Technology: | Students will watch various video segments about World War II from Discovery Education, YouTube, and History.com |
| Differentiated Instruction: | Students walk around the room and take notes on the various dictators. This may be done with partners or individually. Students choose the topic for their radio address. Assignment lengths and difficulty may be modified to meet individual needs. |

21st Century Themes

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| Global Awareness | Financial, Economic, Business, and Entrepreneurial Literacy | Civic Literacy | Health Literacy |
| X | X | X | X |

21st Century Skills

| | | | |
|---------------------------|---------------------------------------|---------------------------------|----------------------|
| Creativity and Innovation | Critical Thinking and Problem Solving | Communication and Collaboration | Information Literacy |
| X | X | X | X |
| Media Literacy | ICT Literacy | Life and Career Skills | |

Hanover Township Public Schools

Social Studies Curriculum

Grade: 8

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| X | X | X |
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Social Studies – Accommodations and Modifications

| Special Education Students | English Language Learners | At-Risk Students | Gifted and Talented Students | Students with 504s |
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| <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebooks ● Develop flashcards with visuals to help learn important events and people. ● Individualized Education Plans (IEP's) <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Use pictures or visuals wherever possible ● Cue students before asking a questions during class discussions ● Help students with background vocabulary. Provide prior to lesson. ● Use graphic organizer ● Modify the length of reading passages, with extended time to complete them ● Utilize “Can Do” Descriptors https://wida.wisc.edu/teach/can-do/descriptors <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance levels ● Multi-media presentations | <ul style="list-style-type: none"> ● Pair visual prompts with verbal presentations ● Ask students to restate information, directions, and assignments. ● Work within group or partners ● Use metacognitive work ● Extend time to complete class work ● Provide copy of class notes ● Provide preferential seating that is mutually determined by the student and teacher ● Active Reading Strategies <hr/> <ul style="list-style-type: none"> ● Exemplars of varied performance | <ul style="list-style-type: none"> ● Structure the learning around explaining or solving a social or community-based issue ● Assign the student to play “the teacher.” Teach an important event or concept to the class. ● Create a Genius Hour project. <hr/> <ul style="list-style-type: none"> ● Provide one-to-one teacher support ● Curriculum Compacting ● Advanced problems to extend the critical thinking skills of the advanced learner ● Supplemental reading material for independent study ● Elevated questioning techniques using Webb’s Depth of Knowledge matrix | <ul style="list-style-type: none"> ● Provide students with multiple choices for how they can represent their understandings (e.g. multisensory techniques: auditory/visual aids; pictures, illustrations, graphs, charts, data tables, multimedia, modeling). ● Create social studies interactive notebook ● Develop flashcards with visuals to help learn important events and people. <hr/> <ul style="list-style-type: none"> ● Individualized Education Plans (IEP's) ● Exemplars of varied performance |

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Grades 6-8 Teaching Acceptance Suggested Interactive Read Aloud

Holocaust/Genocide, Amistad, Prejudice and Bullying

We remain committed to the teaching of the concepts of respect, tolerance, and acceptance.

| Grade | Unit | STATE OF NEW JERSEY COMMISSION ON HOLOCAUST EDUCATION Activities and/or resources. | NJ State Standards | Description |
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| 6 | Holocaust Studies: Responses to the Holocaust. | Lessons and Resources <ul style="list-style-type: none"> • <u>What is the Holocaust: ReadWorks reading/ read aloud</u> • <u>Bystanders and Resisters Video</u> • <u>Facing History: The Range of Responses</u> • <u>Viral Video: Man surprised by children he saved during the Holocaust</u> | 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.D.11. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust. 6.1.12.D.11 Explain how World War II and the Holocaust led to the creation of international organizations (i.e., the United Nations) | <p>Compelling Question: How did individuals and groups respond to the Holocaust?</p> <p>In 6th grade students focus on how different groups responded to Nazi actions against Jews and other groups. This unit culminates in a student research project on individuals and groups who helped victims of the Holocaust.</p> <p>Students use a lesson from Facing History in Ourselves to identify responses to the Holocaust. Student's read case studies in small groups to identify choices made by Germans.</p> |

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| | | | to protect human rights, and describe the subsequent impact of these organizations. | Students research and create posters for on individuals and groups who helped victims of the Holocaust |
| 7 | Holocaust Studies: The Spread of Dangerous Ideas | <p>Lessons and Resources:</p> <ol style="list-style-type: none"> 1) <u>WEED out Propaganda - lesson from the Newseum</u> 2) <u>Analyzing Nazi Propaganda</u> 3) <u>Gallery of Nazi Propaganda</u> | <p>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.</p> <p>6.1.12.D.11. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11 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</p> | <p>Compelling Question: How do dangerous ideas spread?</p> <p>In 7th grade students focus on propaganda to determine how and why dangerous ideas spread.</p> <p>Students complete a media literacy lesson on how to identify Propaganda.</p> <p>Student's then analyze Nazi propaganda using the techniques in the media literacy lesson.</p> <p>As an extension students may want to find modern day examples of propaganda and have students analyze.</p> |

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| | | | impact of these organizations. | |
| 8 | Holocaust Studies: History of the Holocaust. | <p>Lessons and Resources</p> <ol style="list-style-type: none"> 1) <u>Overview of the Holocaust</u> 2) <u>Holocaust Timeline</u> 3) <u>Why didn't They Just Leave?</u> 4) <u>How did the United States respond to the Holocaust?</u> 5) <u>Defying Genocide (link to Rwandan Genocide)</u> | <p>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.</p> <p>6.1.12.D.11. Compare the varying perspectives of victims, survivors, bystanders, rescuers, and perpetrators during the Holocaust.</p> <p>6.1.12.D.11 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</p> | <p>Compelling Question: Why did the Holocaust happen?</p> <p>In 8th grade students focus on the history of the Holocaust</p> |