

## Crest Memorial School Curriculum and Pacing Guide

All activities correspond with marking period essential questions. Activity goes with question as do the the corresponding standards, modifications, accommodations, assessments and 21st century learning skills.

Grade: 8th

Subject: Middle School Social Studies

Adoption Date: 1/20/2015

Revision Date: 1/22/2019

|                         | MP1   | MP2   | MP3  | MP4  |
|-------------------------|---|---|--|--|
| Scope and Sequence      | <p>1. How can I analyze why the North and South went to war? (3 weeks)</p> <p>2. How can I understand how and why the North won? (6 weeks)</p> <p>3. How can I evaluate how women, African Americans, and Native Americans helped in the Civil War? (2 weeks)</p> | <p>1. How can I evaluate how the lessons we learned from the Civil War influence us today? (3 weeks)</p> <p>2. How can I evaluate how Reconstruction affected both the North and the South? (3 weeks)</p> <p>3. How can I analyze how the 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> Amendments impacted life for African Americans? How did it change the country? (3 weeks)</p> | <p>Active Citizenship – U.S.</p> <p>1. How can I understand the issues surrounding the presidential election to determine which candidate is best for me? (4 weeks)</p> <p>2. How can I understand how we determine who becomes the President (How is the President elected)? (3 weeks)</p> <p>3. How can I understand how the judicial system works to understand how conflicting points of view are addressed in a democratic society? (3 weeks)</p> | <p>Active Citizenship – Global</p> <p>1. How can I understand how daily life (including education, child mortality and gender equality) is different in foreign countries? (6 weeks)</p> <p>2. How can I understand how citizens can collaborate on and evaluate possible solutions to global problems and conflicts that currently arise? (3 weeks)</p> |
| Instructional Materials | <p>1. GLENCOE-MCGRAW HILL: <u>American History/ The Early Years to 1877</u></p>   | <p>1. GLENCOE-MCGRAW HILL: <u>American History/ The Early Years to 1877</u></p>   | <p>1. GLENCOE-MCGRAW HILL: <u>American History/ The Early Years to 1877</u></p>  | <p>1. Maps<br/>2. BrainPop<br/>3. Discovery Education Streaming Website</p>  |

|            |   |  |  |   |
|------------|---|--|--|---|
|            | <p>2. GLENCOE-MCGRAW HILL: <u>American History/ The Modern Era Since 1865</u></p> <p>3. Maps</p> <p>4. BrainPop</p> <p>5. Discovery Education Streaming Website</p> <p>6. Additional Library Resources</p> <p>7. Internet Resources</p> <p>8. Studies Weekly newspapers</p> <p>9. ReadWorks articles</p> <p>10. Newsela articles</p>  | <p>2. GLENCOE-MCGRAW HILL: <u>American History/ The Modern Era Since 1865</u></p> <p>3. Maps</p> <p>4. BrainPop</p> <p>5. Shared Inquiry: <i>Gettysburg Address</i></p> <p>6. Primary Source: <i>Emancipation Proclamation</i></p> <p>7. Discovery Education Streaming Website</p> <p>8. Additional Library Resources</p> <p>9. Internet Resources</p> <p>10. Studies Weekly newspapers</p> <p>11. ReadWorks articles</p> <p>12. Newsela articles</p>  | <p>2. GLENCOE-MCGRAW HILL: <u>American History/ The Modern Era Since 1865</u></p> <p>3. Maps</p> <p>4. BrainPop</p> <p>5. Discovery Education Streaming Website</p> <p>6. Additional Library Resources</p> <p>7. Internet Resources</p> <p>8. Studies Weekly newspapers</p> <p>9. ReadWorks articles</p> <p>10. Newsela articles</p> | <p>4. Additional Library Resources</p> <p>5. Internet Resources</p> <p>6. ReadWorks articles</p>  |
| Activities | <p><b>One:</b> Analyze and discuss various laws and legislative proposals concerning slavery which led to the Civil War</p> <p><b>Two:</b> Students will analyze an enlarged version of a U.S. map, outlining geography, natural resources, demographics, transportation and technology of different regions during the Civil War</p> <p><b>Three:</b> Students will research and create a Google Slides presentation of a woman, African American or Native American who helped in the Civil War</p> | <p><b>One:</b> Students will analyze and discuss the impact of the <i>Emancipation Proclamation</i> and the <i>Gettysburg Address</i> on African Americans and the outcome of the Civil War</p> <p><b>Two:</b> Students will create a Google Slides presentation comparing and contrasting the approaches of Congress and the Presidents toward Reconstruction</p> <p><b>Three:</b> Students will compare and contrast the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Civil Rights Acts of 1964, 1965 and 1968 to determine why they were necessary</p> | <p><b>One:</b> Students will research and create a Google Slides presentation on specific issues facing presidential candidates and where they stand on the issues</p> <p><b>Two:</b> Students will participate in a mock presidential election</p> <p><b>Three:</b> Students will write and conduct a mock trial</p>                | <p><b>One:</b> Students will research and create a PowerPoint presentation of daily life in another country</p> <p><b>Two:</b> Students will role-play as an ambassador to the United Nations in a Model UN simulation to solve a global problem</p> <p><b>Three:</b> Students will identify a major issue facing international students (including education, child mortality and gender equality) and determine how best to resolve it.</p> |
| Standards  | <b>Activity One: 6.1.8.D.5.a</b>  | <b>Activity One: 6.1.8.A.5.a</b>   | <b>Activity One: 6.3.8.A.1</b>   | <b>Activity One: 6.3.8.A.3</b>  |

|                                  | <b>Activity Two: 6.1.8.D.5.b</b><br><b>Activity Three: 6.1.8.D.5.c</b>  | <b>Activity Two: 6.1.8.A.5.b</b><br><b>Activity Three: 6.1.8.D.5.d</b>  | <b>Activity Two: 6.3.8.D.1</b><br><b>Activity Three: 6.3.8.D.1</b>  | <b>Activity Two: 6.3.8.A.3</b><br><b>Activity Three: 6.3.8.A.3</b>  |
|----------------------------------|---|---|---|---|
| Accommodations and Modifications | <p><b>English language learners:</b><br/>           -Highlight key vocabulary (Activity One)<br/>           -Assign a buddy, same language or English speaking (Activity Two)<br/>           -Provide simplified articles (Activity Three)</p> <p><b>At Risk of School Failure:</b><br/>           -Break assignments into a series of smaller assignments (Activity One)<br/>           -Allow student to work independently with teacher guidance (Activity Two)<br/>           -Provide simplified articles (Activity Three)</p> <p><b>Gifted and Talented Students:</b><br/>           -Give students opportunities to mentor other students. (Activity One)<br/>           -Give students opportunities to teach other students (Activity Two)<br/>           -When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p><b>Students with 504 plans:</b><br/>           -Students with hearing, visual or cognitive impairment may have extra time (Activity One)</p> | <p><b>English language learners:</b><br/>           -Highlight key vocabulary (Activity One)<br/>           -Assign a buddy, same language or English speaking (Activity Two)<br/>           -Provide simplified articles (Activity Three)</p> <p><b>At Risk of School Failure:</b><br/>           -Break assignments into a series of smaller assignments (Activity One)<br/>           -Allow student to work independently with teacher guidance (Activity Two)<br/>           -Provide simplified articles (Activity Three)</p> <p><b>Gifted and Talented Students:</b><br/>           -Give students opportunities to mentor other students. (Activity One)<br/>           -Give students opportunities to teach other students (Activity Two)<br/>           -When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p><b>Students with 504 plans:</b><br/>           -Students with hearing, visual or cognitive impairment may have extra time (Activity One)</p> | <p><b>English language learners:</b><br/>           -Highlight key vocabulary (Activity One)<br/>           -Assign a buddy, same language or English speaking (Activity Two)<br/>           -Provide simplified articles (Activity Three)</p> <p><b>At Risk of School Failure:</b><br/>           -Break assignments into a series of smaller assignments (Activity One)<br/>           -Allow student to work independently with teacher guidance (Activity Two)<br/>           -Provide simplified articles (Activity Three)</p> <p><b>Gifted and Talented Students:</b><br/>           -Give students opportunities to mentor other students. (Activity One)<br/>           -Give students opportunities to teach other students (Activity Two)<br/>           -When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p><b>Students with 504 plans:</b><br/>           -Students with hearing, visual or cognitive impairment may have extra time (Activity One)</p> | <p><b>English language learners:</b><br/>           -Highlight key vocabulary (Activity One)<br/>           -Assign a buddy, same language or English speaking (Activity Two)<br/>           -Provide simplified articles (Activity Three)</p> <p><b>At Risk of School Failure:</b><br/>           -Break assignments into a series of smaller assignments (Activity One)<br/>           -Allow student to work independently with teacher guidance (Activity Two)<br/>           -Provide simplified articles (Activity Three)</p> <p><b>Gifted and Talented Students:</b><br/>           -Give students opportunities to mentor other students. (Activity One)<br/>           -Give students opportunities to teach other students (Activity Two)<br/>           -When mastery is achieved on routine tasks, allow student supervisory responsibilities. (Activity Three)</p> <p><b>Students with 504 plans:</b><br/>           -Students with hearing, visual or cognitive impairment may have extra time (Activity One)</p> |

|                                |  |   |   |  |
|--------------------------------|--|---|---|--|
|                                | -Limit number of oral instructions (Activity Two)<br>-Simplify materials and break instructions into chunks (Activity Three)   | -Limit number of oral instructions (Activity Two)<br>-Simplify materials and break instructions into chunks (Activity Three)  | -Limit number of oral instructions (Activity Two)<br>-Simplify materials and break instructions into chunks (Activity Three)  | -Limit number of oral instructions (Activity Two)<br>-Simplify materials and break instructions into chunks (Activity Three)   |
| Interdisciplinary Connections  | <b>Activity One:</b> Reading and analysis requires language arts skills<br><br><b>Activity Two:</b> Reading and conducting research requires language arts skills<br><br><b>Activity Three:</b> Reading and conducting research requires language arts skills; technology requires computer skills | <b>Activity One:</b> Reading and analysis requires language arts skills<br><br><b>Activity Two:</b> Reading and conducting research requires language arts skills; technology requires computer skills<br><br><b>Activity Three:</b> Reading and analysis requires language arts skills | <b>Activity One:</b> Reading and conducting research requires language arts skills; technology requires computer skills<br><br><b>Activity Two:</b> Reading and analysis requires language arts skills<br><br><b>Activity Three:</b> Reading and analysis requires language arts skills | <b>Activity One:</b> Reading and conducting research requires language arts skills; technology requires computer skills<br><br><b>Activity Two:</b> Reading, conducting research and analysis requires language arts skills<br><br><b>Activity Three:</b> Reading, conducting research and analysis requires |
| Assessments                    | <b>Formative assessments</b> (assignments that inform instruction): Vocabulary tests, Reading tests, Homework completion<br><b>Summative assessments</b> (end-of-unit tests): Group presentations, Projects, End of unit test  | <b>Formative assessments</b> (assignments that inform instruction): Vocabulary tests, Reading tests, Homework completion<br><b>Summative assessments</b> (end-of-unit tests): Group presentations, Projects, End of unit test   | <b>Formative assessments</b> (assignments that inform instruction): Vocabulary tests, Reading tests, Homework completion<br><b>Summative assessments</b> (end-of-unit tests): Group presentations, Projects, End of unit test   | <b>Formative assessments</b> (assignments that inform instruction): Vocabulary tests, Reading tests, Homework completion<br><b>Summative assessments</b> (end-of-unit tests): Group presentations, Projects, End of unit test  |
| 21st Century Themes and Skills | <b>Activity One:</b> Analyze and discuss various laws and legislative proposals concerning slavery which led to the Civil War<br><b>CRP2, CRP4</b><br><br><b>Activity Two:</b> Students will analyze an enlarged version of a U.S. map, outlining  | <b>Activity One:</b> Students will analyze and discuss the impact of the <i>Emancipation Proclamation</i> and the <i>Gettysburg Address</i> on African Americans and the outcome of the Civil War<br><b>CRP4, CRP8</b>  | <b>Activity One:</b> Students will research and create a Google Slides presentation on specific issues facing presidential candidates and where they stand on the issues<br><b>CRP4, CRP7, CRP11</b>  | <b>Activity One:</b> Students will research and create a PowerPoint presentation of life in another country (including education, child mortality and gender equality)<br><b>CRP4, CRP7, CRP11</b><br><br><b>Activity Two:</b> Students will role-play as an ambassador                                      |

|  |  |   |  |  |
|--|--|---|--|--|
|  | <p>geography, natural resources, demographics, transportation and technology of different regions during the Civil War<br/><b>CRP2, CRP8</b></p> <p><b>Activity Three:</b> Students will research and create a Google Slides presentation of a woman, African American or Native American who helped in the Civil War<br/><b>CRP7, CRP11</b></p> | <p><b>Activity Two:</b> Students will create a Google Slides presentation comparing and contrasting the approaches of Congress and the Presidents toward Reconstruction<br/><b>CRP4, CRP7, CRP11</b></p> <p><b>Activity Three:</b> Students will compare and contrast the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Civil Rights Acts of 1964, 1965 and 1968 to determine why they were necessary<br/><b>CRP2, CRP8</b></p> | <p><b>Activity Two:</b> Students will participate in a mock presidential election<br/><b>CRP1, CRP8, CRP9</b></p> <p><b>Activity Three:</b> Students will write and conduct a mock trial<br/><b>CRP1, CRP2, CRP4</b></p> | <p>to the United Nations in a Model UN simulation to solve a global problem.<br/><b>CRP2, CRP4, CRP12</b></p> <p><b>Activity Three:</b> Students will identify a major issue facing international students (including education, child mortality and gender equality) and determine how best to resolve it.<br/><b>CRP1, CRP8, CRP12</b></p> |
|--|--|---|--|--|