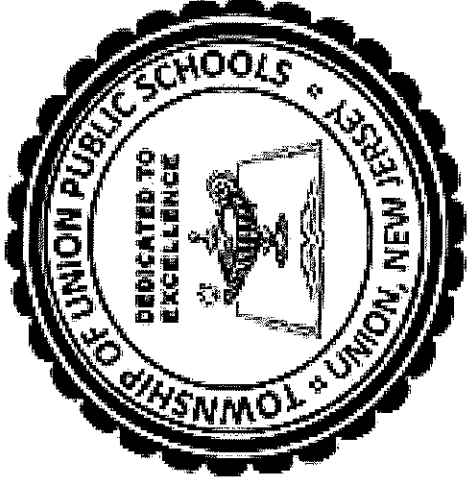


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**Grade 8 Honors Social Studies  
Updated December 18, 2018**

## **Mission Statement**

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

## **Course Description**

**This course presents U.S. history from a chronological perspective, beginning with pre-Columbian era and ending with Reconstruction. It also addresses geographic, social, political, economic, and multicultural factors that have shaped our unique American character.**

**The course has four major goals: to provide students with sufficient background knowledge from an economic, political, and social perspective in order to prepare them for honors level high school social studies; to prepare students to participate in American society and government and advocate for social justice; and to facilitate students' acquisition of skills needed to think critically and become life-long learners; and to improve honors students' research skills to encourage independent thinking.**

**Instruction emphasizes the development of higher order thinking, analysis and writing as well as building a firm foundation of usable data to interpret current events through the use of technology and primary sources.**

## **Recommended Resources**

**Textbook:** Discovering Our Past, A History of the United States Early Years, McGraw Hill Education.

- <http://www.njamistadcurriculum.net/history/units>
- Caring Makes a Difference: Holocaust Curriculum  
[www.state.nj.us/education/holocaust/curriculum/](http://www.state.nj.us/education/holocaust/curriculum/)
- <http://teachingamericanhistory.org/toolkits/>
- <http://teachinghistory.org/>
- <https://studentsofhistory.org/google-classroom-history/>
- [www.elcivics.com](http://www.elcivics.com)\*
- <https://en.islcollective.com/>\*
- McGraw Hill Ancillary: Multilingual Glossary\*
- McGraw Hill Ancillary: Read Strategies and Activities for the Social Studies Classroom\*

**\*ELL Resources**

## **New Jersey Student Learning Standards for Social Studies**

### **Social Studies**

The digital age has transformed social studies education, allowing 21st-century learners to transcend the limits of time and place and experience historic events virtually. By expanding their learning networks through online collaboration with experts and other students from around the world, New Jersey social studies students develop an increased depth of understanding of our global society. At the same time, their understanding of the fundamental principles and values of American democracy and citizenship provides the conceptual framework that allows them to make informed decisions about local, national, and international issues and challenges.

**Mission:** Social studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age.

**Vision:** An education in social studies fosters a population that:

- Is civic minded, globally aware, and socially responsible.
- Exemplifies fundamental values of American citizenship through active participation in local and global communities.
- Makes informed decisions about local, state, national, and global events based on inquiry and analysis.
- Considers multiple perspectives, values diversity, and promotes cultural understanding.
- Recognizes the implications of an interconnected global economy.
- Appreciates the global dynamics between people, places, and resources.
- Utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of other world regions.

## **Intent and Spirit of the Social Studies Standards**

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

The New Jersey social studies standards and indicators reflect national and state standards and other documents published by the National Center for History Education, National Council for Social Studies, National Council for Geographic Education, Center for Civic Education, National Council on Economic Education, Mid-Continent Research on Education and Learning, National Assessment of Educational Progress, and the Partnership for 21st Century Skills.

## **The Role of Essential Questions**

Key essential questions recur throughout the study of history. They provoke inquiry and lead to deeper understanding of the big ideas that enable students to better comprehend how the past connects to the present. The essential questions created for this project, which follow, were used to frame content goals and to inform the development of the cumulative progress indicators.

### **A. Civics, Government, and Human Rights**

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

### **B. Geography, People, and the Environment**

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?

### **C. Economics, Innovation, and Technology**

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?



#### **D. History, Culture, and Perspectives**

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

## **Curriculum Units**

Unit 1: Colonization and Settlement

Unit 2: The American Revolution

Unit 3: Early Years of America

Unit 4: The Jeffersonian and Jacksonian Eras

Unit 5: The Expanding Nation

Unit 6: The Civil War

## **Pacing Guide**

Unit 1: September – October

Unit 2: November – December

Unit 3: December – January

Unit 4: February-April

Unit 5: April-May

Unit 6: May-June

## Unit 1 : Colonization and Settlement

In this unit the students will learn how the first people arrived in North America. To elaborate, the students will learn how new technology allowed for Europeans to come to the Americas. The positive and negative contributions of the Europeans will also be touched upon as will the challenges that the early colonists faced as they created settlements. As the colonies grew and expanded, the students will also discuss their relationships with the Native Americans. Finally the students will compare and contrast the society, culture and economies of New England, the Middle Colonies and the Southern Colonies.

Essential Questions	NJSLs Social Studies	Activities	Assessments
How did the distance between Europe and the Americas affect trade and exploration?	6.1.8.B.1.b	Map of European exploration travel routes	Map Skills Assessment
What factors led to exploration of the Americas?	6.1.8.C.1.b	Triangular trade diagrams, Hispanic Exploration Primary Source	Harkness Method Discussion DBQ, Quizzes
How did interaction between African, European and Native American groups change culture globally (i.e. Columbian Exchange)?	6.1.8.D.1.b	Trace Columbus's water route and track transfer of goods between the New World and Old, Oladuah Equiano Primary Source, Middle Passage Journal Entries, John Smith's diary	Unit Assessment
How did the Puritan society in the Massachusetts Bay	6.1.8.A.2.a	Puritan primary sources	

<p>affect early government structure in America?</p> <p>What effect did early democratic traditions have on the structure and evolution of American politics and institutions?</p>	<p>6.1.8.A.2.b</p>	<p>Mayflower Compact, Virginia House of Burgesses, Fundamental Orders of Connecticut</p>	
<p>How did the regional differences between the New England, Middle and Southern Colonies vary?</p>	<p>6.1.8.A.2.c</p>	<p>Maps, graphs, Create a Travel Brochure for each region</p>	
<p>What were the groups that settled in the colonies and how did contributions impact colonial settlement?</p>	<p>6.1.8.D.2.b</p>	<p>Webquest, Chart of social classes in the colonies</p>	
<p>What was the impact of mercantilism and its impact on the economies of the colonies and European countries?</p>	<p>6.1.8.C.2.b</p>	<p>Navigation Acts, Chart of mercantilism, Triangular Trade diagrams, Food Pyramids</p>	

**Key Vocabulary Terms:** Charter, joint-stock company, dissent, persecute, tolerance, indentured servant, constitution, subsistence farming, cash crop, diversity, representative government, mercantilism, export, import

## Unit 2: Revolution

This unit focuses on the growing conflict between the colonies and England. As students learn about the key ideas of the Declaration of Independence, the moral conflicts between these ideas and the practices of colonial society will be analyzed. The causes for the development of the American Revolution will be investigated. Along with the American Revolution, major battles and their impact on the war will be studied as will the causes of the American victory. Students will also study the political and social impact of the American Revolution.

Essential Questions	NJSLs Social Studies	Activities	Assessments
<p>What were the effects of the French and Indian War and how did they lead to the American Revolution ?</p> <p>Why did Parliament impose taxes on the colonies and how did it affect colonial views on government?</p>	<p>6.1.8.D.3.a</p> <p>6.1.8.C.3.a</p>	<p>Map Activity, Notes</p> <p>King's M&amp;M's, Quartering Act, Tea Act, Stamp Act, Townshend Acts, etc. Persuasive Response, Propaganda Posters, Boston Massacre</p> <p>Primary Source Activity</p> <p>Rewrite the Preamble, Modern Translation of the Declaration of</p>	<p>Analyzing Primary Sources</p> <p>Map Analysis of pre-post Revolutionary War</p> <p>DBQ essay</p> <p>Declaring Independence Debate</p> <p>Unit Test</p>
<p>What ideals in the Declaration of Independence prompted the colonist to break away from</p>	<p>6.1.8.A.3.a</p>	<p>Rewrite the Preamble, Modern Translation of the Declaration of</p>	

<p>Great Britain?</p> <p>What effect did the Declaration of Independence have on women, African Americans and Natives?</p> <p>How did George Washington's leadership impact the American Revolution?</p> <p>How did other countries play a role in the American Revolution?</p>	<p>6.1.8.D.3.b</p> <p>6.1.8.D.3.c</p> <p>6.1.8.B.3.d</p> <p>6.1.8.D.3.d</p>	<p>Independence</p> <p>Current event articles, Primary Source activity</p> <p>Baseball Card Activity, Foldables, Washington Crossing the Delaware painting, Valley Forge primary sources</p> <p>Webquest</p>	
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**Key Vocabulary Terms:** Revenue, writs of assistance, effigy, boycott, repeal, rebellion, propaganda, committee of correspondence, minutemen, Loyalist, Patriot, petition, preamble, mercenary, blockade, privateer, siege, ratify, ambush

## Unit 3: Early Years of America

In this unit students will learn about how early America was governed by the Articles of Confederation and why the Articles were ineffective as an early form of government for America. Students will learn what documents and ideas influenced the writing of the Constitution. As students study the Constitution, the compromises and the principles of government that are embedded in the Constitution. Students will investigate and analyze the system of government, the three branches of government that comprise the government of the United States and the importance of checks and balances and separation of powers. Finally students will study the amendment process and how this process keeps the Constitution known as a living document.

Essential Questions	NJSL Social Studies	Activities	Assessments
<p>How did the strengths and weaknesses of the Articles of Confederation call for the United States Constitution?</p> <p>What issues did the delegates face during the Constitutional Convention?</p>	<p>6.1.8.A.3.d</p> <p>6.1.8.B.3.b</p>	<p>History Alive- Analyzing features of the Articles of Confederation</p> <p>Compare and Contrast Federalist vs Anti-Federalist, Maps, population chart of U.S. states, NJ Plan, VA Plan, Great Compromise, 3/5ths Compromise, Bill of</p>	<p>Quizzes</p> <p>Chapter/ Unit tests</p> <p>Research projects</p> <p>Writing assignments such as: DBQ essays</p> <p>Compare/Contrast Essays</p> <p>Creative writing</p>



<p>How did the key principles of the constitution encourage social and political change over time?</p> <p>What role does the Constitution and the Bill of right play in social advancement of civil rights in America?</p>	<p>6.1.8.A.3.b</p> <p>6.1.8.A.3.g</p>	<p>Branches of the US government simulation, Current event articles</p> <p>Articles I-III of the Constitution, Packet of 7 principles of the Constitution, Marbury v. Madison</p> <p>Washington's Farewell address, Federalist papers</p> <p>Analyzing Washington's Cabinet, Whiskey Rebellion Primary Source Activity</p>	
<p>How did the formation of political parties impact early American government?</p> <p>What role did early presidential administration have on meeting the goals of the Constitution?</p>	<p>6.1.8.A.3.f</p> <p>6.1.8.D.3.g</p>		

**Key Vocabulary Terms:** Bicameral, republic, ordinance, depreciate, depression, manumission, proportional, compromise, federalism, legislative branch, executive branch, judicial branch, electoral college, checks and balances, amendment, popular sovereignty, limited government, enumerated power, reserved power, concurrent power, separation of powers, implied power, judicial review, due process, equal protection.

## Unit 4: The Jeffersonian and Jacksonian Eras

This unit focuses on how the nation developed politically, socially and economically under the presidencies of Thomas Jefferson and Andrew Jackson. The election of 1800 will be analyzed as will the geographic changes that occurred under Jefferson's presidency. America's involvement in the War of 1812 will be evaluated for its effect on the nation. The new ways of campaigning and their effect on the elections of 1824 and 1828 will be studied. Students will engage in the debates over state rights v. federal government and Jackson's attitude toward and removal of Native Americans will be analyzed, evaluated and assessed. Finally Jackson's war on the Bank of America will be evaluated for its impact on the American economy.

<b>Essential Questions</b>	<b>NJSLS Social Studies</b>	<b>Activities</b>	<b>Assessments</b>
<p>How did the Louisiana Purchase impact western exploration and the development of the United States economy?</p> <p>Why were Native Americans tribes unsuccessful in keeping their land in North America?</p>	<p>6.1.8.B.4.a</p> <p>6.1.8.B.4.b</p>	<p>Lewis and Clark Diaries, William Clark's maps, Research Corps of Discovery, Sequence of events writing</p> <p>Maps of Native American Removal, Sequoyia's letters, Jackson's views of Native Americans</p>	<p>Lewis and Clark Map Assessment,</p> <p>Trail of Tears Map Activity, Journal Entries</p> <p>Unit Quizzes</p> <p>Chapter Test</p> <p>DBQ Writing Projects</p> <p>Debate</p>

<p>How did democracy change under Andrew Jackson's presidency?</p> <p>How did the debate involving the National Bank, uniform currency and tariffs challenge the new nation?</p>	<p>6.1.8.A.4.c</p> <p>6.1.8.C.4.a</p>	<p>Indian Removal Acts, U.S. Constitution, U.S. Supreme Court's decisions regarding Native Americans, Political cartoons, Seneca Falls Convention</p> <p>Martin Van Buren's letter to Congress, graph of business cycle</p>	
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**Key Vocabulary Terms:** jurisdiction, secede, tribute, neutral rights, embargo, nationalism, underestimate, plurality, mudslinging, bureaucracy, spoils system, nominating convention, veto

## Unit 5 The Expanding Nation

This unit begins with a study of the Industrial Revolution and its impact on the nation's economy. Additionally, the impact of the Industrial Revolution on immigrants and its effects on the social classes of America will be analyzed. Factors for westward expansion such as improved technology that led to roads, railroads and canals will be assessed in their involvement as Americans moved west in the mid 1800's. The effect of new technology will be identified and its impact on farming techniques will be compared to older technology to make connections between new farming methods and its impact on slavery. Students will study the impact of new compromises and Supreme Court decisions that caused increased feelings of sectionalism in America.

<b>Essential Questions</b>	<b>NJSLS Social Studies</b>	<b>Activities</b>	<b>Assessments</b>
<p>How did technological innovations impact social status and social classes of immigrant groups in America?</p>	<p>6.1.8.C.4.c</p>	<p>Industrial Revolution Jigsaw, Create your own invention/App, Photographs of inventions, Lowell mills diagram and diary entries, Factory time schedule</p>	<p>Unit Quizzes Chapter Test Research Projects Summative Writing</p>
<p>How did the concept of Manifest Destiny influence the acquisition of land from the Atlantic to Pacific Ocean?</p>	<p>6.1.8.A.4.b</p>	<p>Create a travel plan for pioneer family, Oregon trail activity</p>	

<p>What role did compromise and agreements play in regards to (Missouri Compromise, Rush-Bagot Agreement, etc.) expansion and the countries sectional differences?</p>	<p>6.1.8.A.4.b</p>	<p>Compromises, legislation, primary sources</p>
<p>How did the outcome of the gold rush impact socio-economic groups and immigrants in the United States?</p>	<p>6.1.8.C.4.c</p>	<p>Primary Sources, Narratives written by 49'ers.</p>
<p>What efforts did reformers take to improve education, women's rights, slavery, and other issues in the United States?</p>	<p>6.1.8.D.4.b</p>	<p>Webquest, Research project, Magazine Cover, Seneca Falls Convention, Sojourner Truth, Uncle Tom's Cabin</p>

**Key Vocabulary Terms:** cotton gin, interchangeable parts, patent, capitalism, free enterprise, sectionalism, monopoly, interstate commerce, joint occupation, mountain men, emigrant, Manifest Destiny, Tejano, decree, annex, forty-niner, boomtown, vigilante

## Unit 6: The Civil War

Students will compare and contrast the economic, political and social differences between the north and the south during the Antebellum Period. Students will analyze and describe conditions of enslaved Africans and how slavery led to intense feelings of sectionalism between the north and the south. Attempts of social reform for issues such as slavery, the women's movement, education and temperance will also be analyzed. As the nation drew closer to Civil War, various compromises and their effects will be studied by the students. Finally, the causes and effects of the Civil War will be explained and evaluated by the students.

Essential Questions	NJSLs Social Studies	Activities	Assessments
<p>What were the causes and events that led to the Civil War?</p> <p>How did the sequence of critical events and battles of the Civil War determine the final outcome of the war?</p> <p>What role did women, African Americans, and Native Americans play in the Civil War?</p>	<p>6.1.8.D.5.a</p> <p>6.1.8.D.5.b</p> <p>6.1.8.D.5.c</p>	<p>John Calhoun's secession, Acts and Compromises during the Antebellum period, Election of 1860, Maps of North and southern states</p> <p>Maps of Civil War Battles, Constitution of the Confederate States of America, Lincoln's "A House Divided Speech"</p> <p>54th Regiment, Photographs of women nurses and soldiers, Registration papers of soldiers</p>	<p>Quizzes</p> <p>Chapter/ Unit tests</p> <p>Research projects</p> <p>Writing assignments such as: DBQ essays Compare/Contrast Essays Creative writing</p>

<p>How does the Emancipation Proclamation and the Gettysburg Address continue to impact American life?</p>	<p>6.1.8.A.5.a</p>	<p>Emancipation Proclamation, Gettysburg Address, Lincoln's Second Inaugural Address</p>
<p>What was the economic impact of the Reconstruction era on the South?</p>	<p>6.1.8.C.5.b</p>	<p>Graphs of North and Southern economies, sharecropping diagram</p>

**Key Vocabulary Terms:** trade unions, strike, prejudice, discrimination, productivity, domestic slave trade, overseer, spiritual, slave codes, Underground Railroad, revival, utopia, temperance, abolitionist, anti-abolitionist, civil disobedience, suffrage, fugitive, secede, civil war, border ruffian, secession, states' rights, border state, ironclad, casualty, Emancipation Proclamation

## Suggested Activities/Modifications

Below are a list of suggested activities, modifications, accommodations, and enrichment opportunities. This includes, but is not limited to:

1. Activities:
  - a. <https://www.sheppardsoftware.com>
  - b. <https://quizlet.com/subject/quiz-bowl-questions-social-studies/>
  - c. Social Studies: Student Interactives [https://www.uen.org/7-12interactives/social\\_studies.shtml](https://www.uen.org/7-12interactives/social_studies.shtml)
2. English Language Learners:
  - a. Read written instructions
  - b. Students may be provided with note organizers/study guides to reinforce key topics.
  - c. Model and provide examples
  - d. Extended time on assessments when needed.
  - e. Establish a non-verbal cue to redirect student when not on task.
  - f. Students may use a bilingual dictionary.
  - g. Pair Visual Prompts with Verbal Presentations
  - h. Highlight Key Words & Phrases
3. Special Education/504 Students:
  - a. Students may be provided with note organizers / study guides to reinforce key topics.
  - b. Extended time on assessments when needed.
  - c. Preferred seating to be determined by student and teacher.
  - d. Provide modified assessments when necessary.
  - e. Student may complete assessments in alternate setting when requested.



- f. Establish a non-verbal cue to redirect student when not on task.
  - g. Maintain strong teacher / parent communication.
  - h. Repetition and practice
  - i. Pair Visual Prompts with Verbal Presentations
  - j. Check Use of Agenda
4. Gifted and Talented Students:
- a. Use of Higher Level Questioning Techniques
  - b. Extension/Challenge Questions
  - c. Provide Assessments at a Higher Level of Thinking
  - d. [greatsocialstudies.com](http://greatsocialstudies.com) (Enrichment Activities)

**New Jersey Student Learning Standards – Technology**

8.1.8.A.2 – Create a document using one or more digital applications to be critiqued by professionals for usability  
 Create a brochure to promote immigration to the middle colonies.

**Career Readiness Practices**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.

**9.2 Career Awareness, Exploration, and Preparation Content Area: 21<sup>st</sup> Century Life and Careers Strand C: Career**

**Preparation**

- 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.
- 9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.
- 9.2.8.B.5 Analyze labor market trends using state and federal labor market information and other resources available online.
- 9.2.8.B.7 Evaluate the impact of online activities and social media on employer decisions.

**Career & Technical Education Content Area: 21<sup>st</sup> Century Life and Careers Standards**

- 9.3.ST.2 Use technology to acquire, manipulate, analyze and report data.
- 9.3.ST-SM.4 Apply critical thinking skills to review information, explain statistical analysis, and to translate, interpret and summarize research and statistical data.
- 9.3.ST-SM.3 Analyze the impact that science and mathematics has on society.

**Interdisciplinary Connections/Global Perspective:**

- 1. Conversion of percentages of Africans that passed through the slave trade to numbers.
- 2. Personal Narratives of indigenous and African enslaved people.
- 3. Understanding disease and how it is spread.
- 4. Use of DBQ project to meet ELA and social studies writing standards.

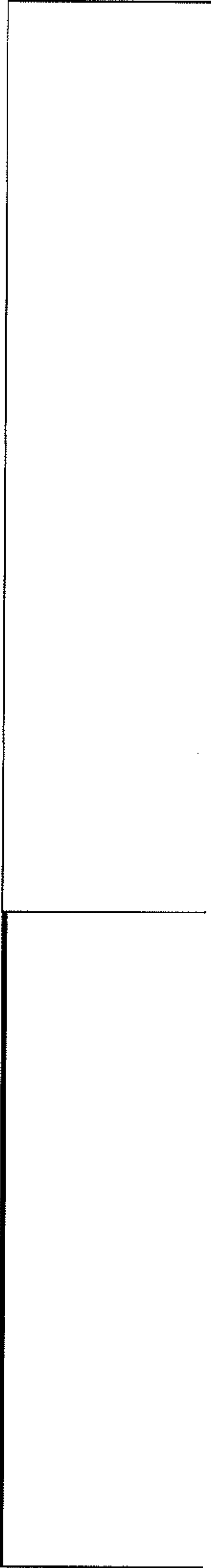
## Social Studies Skills Table

**Essential Question:** What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?

Social Studies Skill	5-8
<b>Chronological Thinking</b>	Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations.
<b>Spatial Thinking</b>	Explain how major events are related to one another in time. Select and use various geographic representations to compare information about people, places, regions, and environment.

	<p>Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p>
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<p><b>Critical Thinking</b></p>	<p>Compare and contrast differing interpretations of current and historical events.</p>
	<p>Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.</p>
	<p>Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e. documents, letters, diaries, maps, images, etc.).</p>
<p><b>Presentational Skills</b></p>	<p>Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.</p>
	<p>Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation)</p>



## New Jersey Student Learning Standards Social Studies

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

**6.2 World History/Global Studies:** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

**6.3 Active Citizenship in the 21<sup>st</sup> Century:** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

## Resource Links

- National Geographic
- <http://www.nationalgeographic.com/>
- History.com
- <http://www.history.com/>
- History Net
- <http://www.historynet.com/>
- US Census
- [https://www.census.gov/history/www/genealogy/decennial\\_census\\_records/census\\_records\\_2.html](https://www.census.gov/history/www/genealogy/decennial_census_records/census_records_2.html)
- US Constitution.net
- <http://constitutionus.com/>
- primarysource.org
- <https://www.primarysource.org/>
- history news network.org
- <http://historynewsnetwork.org/>
- Smithsonian channel
- <https://www.smithsonianchannel.com/>
- National Archives
- <https://www.archives.gov/>

- Amistad Curriculum
- [www.njamistadcurriculum.com/](http://www.njamistadcurriculum.com/)
- Caring Makes a Difference: Holocaust Curriculum
- [www.state.nj.us/education/holocaust/curriculum/](http://www.state.nj.us/education/holocaust/curriculum/)
- CNN Student News
- <http://www.cnn.com/cnn10>
- Danzer, Klor De Alva, Wilson, Woloch. *The Americans: Reconstruction to the 21th Century*. Evanston , IL: Mcdougall Littell.
- Google Earth
- <http://www.google.com/earth/index.html>
- I Civics
- <https://www.icivics.org/>
- Timelinks website
- <https://connected.mcgraw-hill.com/connected/login.do>