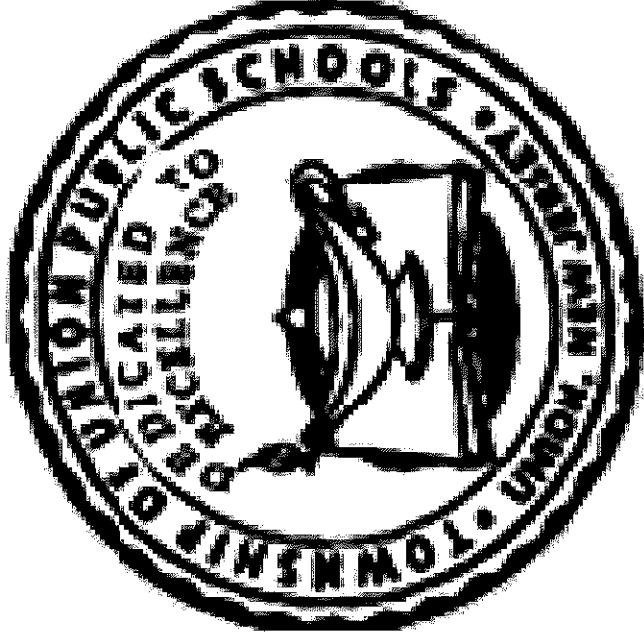
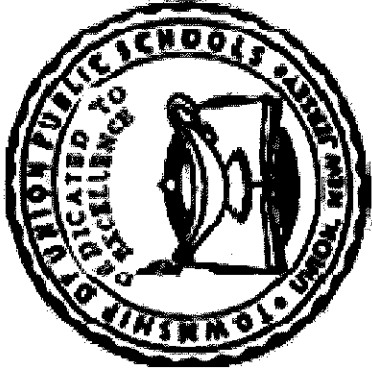


TOWNSHIP OF UNION PUBLIC SCHOOLS



Social Studies Grade Eight  
**Curriculum Guide 2015**

Curriculum Guide Approved June 2015



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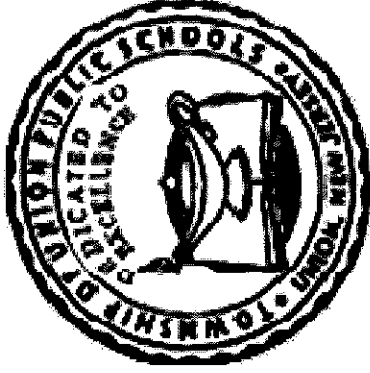
**Lois Jackson**

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**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
Administration

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Assistant Superintendent ..... **Dr. Noreen Lishak**

Director of Student Information/Technology ..... **Ms. Ann M. Hart**

Director of Athletics, Health, Physical Education and Nurses ..... **Ms. Linda Ionta**

## DEPARTMENT SUPERVISORS

Language Arts/Social Studies 2-5 .....	Mr. Robert Ghiretti
Mathematics/Science 2-5 .....	Ms. Terri Mathews
Elementary Pre K-2 (All Subjects) .....	Ms. Maureen Corbett
Guidance K-12/SAC .....	Ms. Nicole Ahern
Language Arts/Library Services 6-12 .....	Ms. Mary Malyska
Math 6-12.....	Mr. Jason Mauriello
Science 6-12.....	Ms. Maureen Guilfoyle
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**Curriculum Committee**

**Peter Leone and Allison O'Neill**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

## **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 Textbooks**

**American History Beginnings through Reconstruction  
McDougal Littell**

## Course Proficiencies

Students will be able to...

1. Hypothesize how the geography of the United States impacted human environment interaction.
2. Assess the early interactions between Native Americans, explorers, and colonists, describing how various racial, ethnic, and religious groups contributed to the development of New Jersey and the United States.
3. Explain and research the causes and results of the American Revolution and its impact on New Jersey.
4. Examine how the United States arrived at its present form of government as established by the Constitution and analyze the function of each branch of the federal government.
5. Analyze the solutions to the problems of the new nation, as they helped Washington establish the authority of the federal government and led to the rise of political parties.
6. Examine how the United States gained the world's respect while expanding its territory throughout the 19 century.
7. Analyze the changes in political and social mores as reflected in the New Jersey and the United States Constitutions.
8. Research and analyze the events that led to the Civil War and New Jersey's role in it; examine the period of Reconstruction.
9. Predict the effects of the Industrial Revolution on the expansion of the United States during the 19<sup>th</sup> Century and its effect on social issues such as slavery, agriculture and factory life.

## **Curriculum Units**

**Unit 1: Colonization and Settlement**

**Unit 2: 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 – Course**

<b>Unit 1: Colonization and Settlement.....</b>	<b>September-November</b>
<b>Unit 2: Revolution.....</b>	<b>December-January</b>
<b>Unit 3: Early Years of America.....</b>	<b>January-February</b>
<b>Unit 4: The Jeffersonian and Jacksonian Eras.....</b>	<b>March-April</b>
<b>Unit 5: The Expanding Nation.....</b>	<b>April-May</b>
<b>Unit 6: The Civil War.....</b>	<b>May-June</b>

**Unit 1: Colonization and Settlement**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Describe migration and settlement patterns of Native American groups and explain how these patterns affected interactions in different regions of the Western Hemisphere.	<i>Map of Native American tribes and communities.</i>	6.1.8.B.1.a.
2.	Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes.	<i>Map of European exploration travel routes</i>	6.1.8.B.1.b
3.	Explain why individuals and societies trade, how trade functions, and the role of trade during this period.	<i>Triangular trade diagrams</i>	6.1.8.C.1.b
4.	Explain how interactions among African, European, and Native American groups began a cultural transformation.	<i>Oludah Equiano Primary Source, John Smith's diary</i>	6.1.8.D.1.b
5.	Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives.	<i>Trace Columbus's water route and track transfer of goods between the New World and Old</i>	6.1.8.D.1.c
6.	Determine the roles of religious freedom and participatory government in various North American colonies.	<i>Puritan primary sources</i>	6.1.8.A.2.a
7.	Examine how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.	<i>Mayflower Compact, Virginia House of Burgesses, Fundamental Orders of Connecticut</i>	6.1.8.A.2.b
8.	Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.	<i>Maps, graphs</i>	6.1.8.A.2.c

<b>9.</b>	Determine the voluntary and involuntary migratory experiences that impacted the colonists, emigration, settlement patterns, and the subsequent regional identities of the colonies that developed.	<i>Chart of social classes in colonies</i>	6.1.8.B.2.a 6.1.8.D.2.b
<b>10.</b>	Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.	<i>Maps</i>	6.1.8.B.2.b
<b>11.</b>	Explain the system of mercantilism and critique its impact on the economies of the colonies and European countries.	<i>Navigation Acts, Chart of mercantilism</i>	6.1.8.C.2.b
<b>12.</b>	Critique the impact of triangular trade on multiple nations and groups.	<i>Triangular Trade diagrams,</i>	6.1.8.C.2.c
<b>13.</b>	Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.	<i>Maps of European territories in the Americas</i>	6.1.8.D.2.a

## Unit 2: Revolution

<b>STUDENT LEARNING OBJECTIVES</b>		<b>In Class Sources</b>	<b>CORRESPONDING CCSS/NJCCCS</b>
<b>#</b>			
<b>1.</b>	Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.	<i>Treaty of Paris of 1763, Proclamation of 1763</i>	6.1.8.D.3.a
<b>2.</b>	Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.	<i>Map of territories in North America after the French and Indian War</i>	6.1.8.B.3.a
<b>3.</b>	Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.	<i>Quartering Act, Tea Act, Stamp Act, Townshend Acts, etc.</i>	6.1.8.C.3.a
<b>4.</b>	Assess the ideals found in the Declaration of Independence, and judge the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.	<i>Abigail Adams letters to John Adams, Declaration of Independence</i>	6.1.8.A.3.a
<b>5.</b>	Surmise why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.	<i>Olive Branch Petition, English Bill of Rights, Magna Carta, John Locke's writings</i>	6.1.8.D.3.b
<b>6.</b>	Consider the impact of George Washington as general of the American revolutionary forces and his role as leader in the battles of New Jersey.	<i>Washington Crossing the Delaware painting, Valley Forge primary sources</i>	6.1.8.D.3.c 6.1.8.B.3.d
<b>7.</b>	Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.	<i>Map of terrain of 13 colonies, battle maps</i>	6.1.8.B.3.c
<b>8.</b>	Characterize how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.	<i>Revere's Boston Massacre engraving, British painting of Boston Massacre</i>	6.1.8.D.3.d
<b>9.</b>	Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.	<i>Treaty of Paris of 1763, Map of new North American boundaries post Revolution</i>	6.1.8.D.3.f

**Unit 3: Early Years of America**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Compare and contrast the Articles of Confederation and the UNITED STATES Constitution and how they relate to the decision-making powers of national government.	Articles of Confederation, U.S. Constitution	6.1.8.A.3.d
2.	Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.	Maps, population chart of U.S. states	6.1.8.B.3.b
3.	Argue the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.	Articles I-III of the Constitution, Packet of 7 principles of the Constitution, Marbury v. Madison	6.1.8.A.3.b
4.	Research the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.	NJ Plan, VA Plan, Great Compromise, 3/5ths Compromise, Bill of Rights	6.1.8.A.3.c
5.	Evaluate the impact of the Constitution and the Bill of Rights on current days	Wall Street Journal, NY Times, News Sources	6.1.8.A.3.g
6.	Draw conclusions on why the Alien and Sedition Acts were enacted and justify whether or not they undermined civil liberties.	Alien and Sedition Acts, political cartoons, Alien and Sedition DBQ, Kentucky and Virginia Resolutions	6.1.8.A.3.e
7.	Summarize how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.	Campaign primary sources, Federalists papers	6.1.8.A.3.f
8.	Evaluate the extent to which the leadership and decisions of early administrations of the national government met the goals established in the Preamble of the Constitution.	Preamble, Washington's farewell address	6.1.8.D.3.g
9.	Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.	Washington's speech to Congress, Hamilton's economic plan	6.1.8.C.3.b



**Unit 4: The Jeffersonian and Jacksonian Eras**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Analyze the changes in America's relationships with other nations by analyzing policies, treaties, tariffs, and agreements.	Louisiana Purchase, maps,	6.1.8.A.4.a
2.	Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.	Lewis and Clark Diaries, William Clark's maps,	6.1.8.B.4.a
3.	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.	Jackson's view of Native Americans, Trail of Tears maps, Sequoia's alphabet, Sequoia's letter to Native America	6.1.8.B.4.b
4.	Theorize why Native American tribes such as the Cherokees were unsuccessful in keeping their lands.	Maps of Native American Removal, Sequoia's letters, Jackson's views of Native Americans	6.1.8.B.4.b
5.	Argue why the Indian Removal Act and other methods of Native American Removal was an example of how the Constitution's system of checks and balances was a failure.	Indian Removal Acts, U.S. Constitution, U.S. Supreme Court's decisions regarding Native Americans	6.1.8.B.4.b
6.	Analyze the debates involving the National Bank, uniform currency, and tariffs, and determine the extent to which each of these economic tools met the economic challenges facing the new nation.	Martin Van Buren's letter to Congress, graph of business cycle	6.1.8.C.4.a
7.	Assess the extent to which voting rights were expanded during the Jacksonian period.	Political cartoons, Seneca Falls Convention speeches	6.1.8.A.4.c

**Unit 5: The Expanding Nation**

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.	<i>Photographs of inventions, Lowell mills diagram and diary entries, Factory time schedule</i>	6.1.8.C.4.c
2.	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.	<i>Technology timelines, photographs, Timed railroad map</i>	6.1.8.C.4.b
3.	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.	<i>Explorers diaries and photographs, Growth of the U.S. map, political cartoons/images</i>	6.1.8.A.4.b
4.	Synthesize compromises and legislation (Missouri Compromise, Rush-Bagot Agreement, etc.) regarding the expansion of the country to sectional differences.	<i>Compromises, legislation, primary sources</i>	6.1.8.A.4.b
5.	Examine the various methods of transportation available to the '49ers and propose the best possible route to California during the Gold Rush.	<i>Maps, methods of transportation, primary sources regarding travel throughout Western America</i>	6.1.8.C.4.c
6.	Research the outcome of the gold rush to various socio-economic groups and immigrants.	<i>Narratives written by 49'ers.</i>	6.1.8.C.4.c
7.	Explore efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.	<i>Sojourner Truth's speech, Seneca Falls Convention speeches</i>	6.1.8.D.4.b

<b>8.</b>	Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.	<i>Harriet Tubman's letters, Secondary source maps of Underground Railroad, slave narratives, folk songs</i>	6.1.8.D.4.c
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Unit 6: The Civil War

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Hypothesize about the causes and events that led to the Civil War in order.	<i>John Calhoun's secession, Acis and Compromises during the Antebellum period, Election of 1860, Maps of North and Southern States</i>	6.1.8.D.5.a
2.	Sequence critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.	<i>Maps of Civil War Battles, Constitution of the Confederate States of America, Lincoln's "A House Divided Speech"</i>	6.1.8.D.5.b
3.	Examine the roles of women, African Americans, and Native Americans in the Civil War.	<i>54<sup>th</sup> regiment, Photographs of women nurses and soldiers, Registration papers of soldiers</i>	6.1.8.D.5.c
4.	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.	<i>Invention of minié bullet, Civil War correspondence, political cartoons, photographs</i>	6.1.8.B.5.a
5.	Research the assassination of Abraham Lincoln and its subsequent event of the war.	<i>DBQs, picture, eyewitness accounts</i>	6.1.8.A.5.b
6.	Assess the human and material costs of the Civil War in the North and South.	<i>Photographs of battlefields, Writings by Walt Whitman</i>	6.1.8.C.5.a
7.	Describe the roles of various Civil War generals and their role to the war effort from both the Northern and Southern perspectives.	<i>Letters written by Civil War generals, accounts of Civil War Battles</i>	6.1.8.D.5.b
8.	Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.	<i>Emancipation Proclamation, Gettysburg Address, Lincoln's Second Inaugural Address</i>	6.1.8.A.5.a
9.	Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.	<i>1<sup>st</sup> - 4<sup>th</sup> Reconstruction Acts</i>	6.1.8.A.5.b
10.	Analyze the economic impact of Reconstruction on the South from different perspectives.	<i>Graphs of North and Southern economies, sharecropping diagram</i>	6.1.8.C.5.b

<b>11.</b>	Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.	13 <sup>th</sup> -15 <sup>th</sup> amendments, Frederick Douglass writings, paintings	6.1.8.D.5.d
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New Jersey Core Curriculum Content Standards Language Arts/Social Studies

Standard 6.RH.1-10 (Reading Historical Text)

**Key Ideas and Details:**

CCSS.ELA-Literacy.RH.6-8.1: Cite specific textual evidence to support analysis of primary and secondary sources.

CCSS.ELA-Literacy.RH.6-8.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

CCSS.ELA-Literacy.RH.6-8.3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

**Craft and Structure:**

CCSS.ELA-Literacy.RH.6-8.4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

CCSS.ELA-Literacy.RH.6-8.5: Describe how a text presents information (e.g., sequentially, comparatively, causally).

CCSS.ELA-Literacy.RH.6-8.6: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

**Integration of Knowledge and Ideas:**

CCSS.ELA-Literacy.RH.6-8.7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

CCSS.ELA-Literacy.RH.6-8.8: Distinguish among fact, opinion, and reasoned judgment in a text.

CCSS.ELA-Literacy.RH.6-8.9: Analyze the relationship between a primary and secondary source on the same topic.

**Range of Reading and Level of Text Complexity:**

CCSS.ELA-Literacy.RH.6-8.10: By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.

### **Standard 6.RIT.1-10 (Reading Informational Text)**

#### **Key Ideas and Details:**

- CCSS.ELA-Literacy.RI.8.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- CCSS.ELA-Literacy.RI.8.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
- CCSS.ELA-Literacy.RI.8.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

#### **Craft and Structure:**

- CCSS.ELA-Literacy.RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- CCSS.ELA-Literacy.RI.8.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- CCSS.ELA-Literacy.RI.8.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

#### **Integration of Knowledge and Ideas:**

- CCSS.ELA-Literacy.RI.8.7: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- CCSS.ELA-Literacy.RI.8.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- CCSS.ELA-Literacy.RI.8.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

#### **Range of Reading and Level of Text Complexity:**

- CCSS.ELA-Literacy.RI.8.10: By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

## Standard 6.W.1-10 (Writing)

### **Text Types and Purposes:**

CCSS.ELA-Literacy.WHST.6-8.1: Write arguments focused on *discipline-specific content*.

CCSS.ELA-Literacy.WHST.6-8.1.a: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

CCSS.ELA-Literacy.WHST.6-8.1.b: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

CCSS.ELA-Literacy.WHST.6-8.1.c: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-Literacy.WHST.6-8.1.d: Establish and maintain a formal style.

CCSS.ELA-Literacy.WHST.6-8.1.e: Provide a concluding statement or section that follows from and supports the argument presented.

CCSS.ELA-Literacy.WHST.6-8.2: Write informative/explanatory texts, including the narration of historical events or technical processes.

CCSS.ELA-Literacy.WHST.6-8.2.a: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.WHST.6-8.2.b: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.WHST.6-8.2.c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.WHST.6-8.2.d: Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.WHST.6-8.2.e: Establish and maintain a formal style and objective tone.

CCSS.ELA-Literacy.WHST.6-8.2.f: Provide a concluding statement or section that follows from and supports the information or explanation presented.

### **Production and Distribution of Writing:**

CCSS.ELA-Literacy.WHST.6-8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.6-8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

CCSS.ELA-Literacy.WHST.6-8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.



### **Research to Build and Present Knowledge:**

- CCSS.ELA-Literacy.WHST.6-8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- CCSS.ELA-Literacy.WHST.6-8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-Literacy.WHST.6-8.9: Draw evidence from informational texts to support analysis, reflection, and research.

### **Range of Writing:**

- CCSS.ELA-Literacy.WHST.6-8.10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Standard 6.SL.1-6 (Speaking & Listening)**

#### **Comprehension and Collaboration:**

- CCSS.ELA-Literacy.SL.8.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-Literacy.SL.8.1.a: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- CCSS.ELA-Literacy.SL.8.1.b: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- CCSS.ELA-Literacy.SL.8.1.c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- CCSS.ELA-Literacy.SL.8.1.d: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- CCSS.ELA-Literacy.SL.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- CCSS.ELA-Literacy.SL.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

### **Presentation of Knowledge and Ideas:**

- CCSS.ELA-Literacy.SL.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-Literacy.SL.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- CCSS.ELA-Literacy.SL.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

### **Standard 6.L.1-6 (Language)**

#### **Conventions of Standard English:**

- CCSS.ELA-Literacy.L.8.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCSS.ELA-Literacy.L.8.1.d: Recognize and correct inappropriate shifts in verb voice and mood.
- CCSS.ELA-Literacy.L.8.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- CCSS.ELA-Literacy.L.8.2.a: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- CCSS.ELA-Literacy.L.8.2.b: Use an ellipsis to indicate an omission.
- CCSS.ELA-Literacy.L.8.2.c: Spell correctly.

#### **Knowledge of Language:**

- CCSS.ELA-Literacy.L.8.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- CCSS.ELA-Literacy.L.8.3.a: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

#### **Vocabulary Acquisition and Use:**

- CCSS.ELA-Literacy.L.8.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.
- CCSS.ELA-Literacy.L.8.4.a: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- CCSS.ELA-Literacy.L.8.4.b: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).

- CCSS.ELA-Literacy.L.8.4.c: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- CCSS.ELA-Literacy.L.8.4.d: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- CCSS.ELA-Literacy.L.8.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCSS.ELA-Literacy.L.8.5.a: Interpret figures of speech (e.g. verbal irony, puns) in context.
- CCSS.ELA-Literacy.L.8.5.b: Use the relationship between particular words to better understand each of the words.
- CCSS.ELA-Literacy.L.8.5.c: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- CCSS.ELA-Literacy.L.8.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
	1	2	3	4	5	6
<b>Score:</b>	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
<b>Content and Organization</b>	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus	Single, distinct focus
	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Moderately fluent Attempts compositional risks	Unified and coherent Well-developed Logical progression of ideas
	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Details appropriate and varied	Fluent, cohesive Compositional risks successful
	No apparent control Severe/ numerous errors	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
<b>Sentence Construction</b>	Assortment of incomplete and/or incorrect sentences	Excessive monotony/ same structure Numerous errors	Little variety in syntax Some errors	Some variety Generally correct	Variety in syntax appropriate and effective Few errors	Precision and/or sophistication Very few, if any, errors

<b>Non-Scorable Responses</b>	<b>NR</b>	No Response	Student wrote too little to allow a reliable judgement of his/her writing.
	<b>OT</b>	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.
	<b>NE</b>	Not English	Student wrote in a language other than English.
	<b>WF</b>	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Content/ Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> <li>• Communicates intended message to intended audience</li> <li>• Relates to topic</li> <li>• Opening and closing</li> <li>• Focused</li> <li>• Logical progression of ideas</li> <li>• Transitions</li> <li>• Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>• Tense formation</li> <li>• Subject-verb agreement</li> <li>• Pronouns usage/ agreement</li> <li>• Word choice/ meaning</li> <li>• Proper Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>• Variety of type, structure, and length</li> <li>• Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> <li>• Capitalization</li> <li>• Punctuation</li> </ul>

## Language Arts Literacy Open-Ended Scoring Rubric

### Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.