

Month	Topic/Theme	Essential Questions	Common Core and State Standard	SLE Connection	Assessments/Projects
<p>First Trimester: Sept.-Nov.</p> <p>Big Idea: Change is necessary for growth</p>	<p>“The Assertion Jar”</p> <p>Geography:</p> <ul style="list-style-type: none"> Major land formations, important geographic features, lakes, rivers, and mountain ranges in the US Regions of the US 50 states <p>Creating a Constitution Address compromises that emerged from the Constitutional Convention</p> <p>The establishment of the Constitution and the US Government *3 Branches</p> <p>Bill of Rights</p> <p>Intro.PenPal Schools: Topic? American Perspective or Fake News... https://go.penpalschools.com/forums/channel?cid=1</p> <p>Warm Beach Oct. 2rd-4th</p>	<p>What principles of government are expressed in the Declaration of Independence?</p> <p>*What are the purposes and functions of government?</p> <p>*What are the proper scope and limits of each branch of government?</p> <p>*What are the rights and responsibilities of citizens in a constitutional democracy?</p> <p>Ummm...</p> <p>Content questions: How many slaves were owned by the first Congress?</p>	<p>8.RI.2, 8.W.1.B,C,D,E</p> <p>8RST.1.7 8RI.4, 8.W.2.a-f 8.RST.9 8RI.8. 8.W.4, 5, 6 RH 6-8.1. W 6-8.2 SL 8.1</p> <p>State Standards: 4.2.1, 4.3.1, 4.1.2, 1.1.1, 1.1.2, 1.2.3, 3.2.3, 5.1.1, 4.4.1</p>	<p>3F: Engage in respectful dialogue to understand other viewpoints 3A: Use technology effectively and responsibly 2A:Ask questions & explore new learning opportunities 3A: Use technology effectively and responsibly</p>	<p>#History https://www.buzzfeednews.com/article/katherinemiller/what-us-history-would-have-been-like-with-hashtags</p> <p>“The Assertion Jar” Assertion Jar Lesson and Materials Vocabulary Summative and Formative Assessments Written summaries Essays Maps Reflection/Summaries/Critiques</p> <p>http://www.georgewashington.si.edu/kids/activity8.html Google doc. https://docs.google.com/document/d/1tUV7E7p8D_-7O966bG5wJxAuL5JmT7MjZbpHK9IJg_k/edit</p> <p>Projects/Presentations</p> <ul style="list-style-type: none"> Interactive maps Regions of the US: C-Span Student Project “THE CONSTITUTION & YOU” Choose any provision of the U.S. UDL/Constitutional Convention Constitution and create a video illustrating why it's important to you. <p>C-Span Project: Begin November:What does it mean to be American? <i>Choose a constitutional right, national characteristic, or historic event and explain how it defines the American experience.</i></p>

<p>Nov.-Dec. Jan.</p> <p>C-Span Project Completion</p>	<p>Launching a New Republic Political Developments in the Early Republic</p> <p>Foreign Affairs in a Young Nation · Foreign Policy · Washington, Adams, Jefferson, Madison, Monroe ·</p> <p>Conferences: Nov.7-9</p>	<p>How did the Federalist and Republican visions for the US differ?</p> <p>To what extent should the US have become involved I the world affairs in the early 1800s? *How do they continue to differ? (Current Events, Media in History)</p> <p>*To what extent should the US have become involved in the world affairs in the early 1800's *To what extent should the US be involved in foreign affairs today? (Current Events, Media in History)</p>	<p>8.RI.2, 8.W.1.B,C,D,E</p> <p>8RST.1,7 8RI.4, 8.W.2.a-f 8.RST.9 8RI.8. 8.W.4, 5, 6 RH 6-8.1. RH 6-8.2 W 6-8.2 SL 8.1</p> <p>State Standards: 1.3.1, 2.2.1 (supply and demand) 4.1.2, 4.2.1, 4.3.1, 4.3.2, 4.4.1</p>	<p>3F: Engage in respectful dialogue to understand other viewpoints 3A: Use technology effectively and responsibly 2A:Ask questions & explore new learning opportunities 3A: Use technology effectively and responsibly</p>	<p>Vocabulary Summative and Formative Assessments Written Summaries Projects/Presentations Essays Small group Whole group discussions</p> <p>Projects/Presentations</p> <ul style="list-style-type: none"> ● Historical Parody ● Foreign Policy: To recognize or Not to Recognize, that is the question? <p>COMPLETE C-Span Project before Dec. break</p>
<p>Second Trimester: Jan. -Feb.</p>	<p>Jacksonian Democracy (Shortened unit) Bank of the United States State's Rights vs. Federal Rights Native American Relations/Indian Policy</p> <p>Manifest Destiny A Nation Expands Interactive Map</p> <p>United Nations (?)</p>	<p>*How justifiable was US expansion in the 1800's?</p>	<p>8.RI.2, 8.W.1.B,C,D,E</p> <p>8RST.1,7 8RI.4, 8.W.2.a-f 8.RST.9 8RI.8. 8.W.4, 5, 6 RH 6-8.1. RH 6-8.2 W 6-8.2 SL 8.1</p> <p>State Standards: 5.1.1, 4.3.1,</p>	<p>3F: Engage in respectful dialogue to understand other viewpoints 3A: Use technology effectively and responsibly 2A:Ask questions & explore new learning opportunities 3A: Use technology effectively and responsibly</p>	<p>Bi-weekly Vocabulary Summaries and Essays Summative and Formative Assessments Small and whole group discussions</p> <p>Critique of Jackson's speech to Congress regarding Native Americans.</p> <p>Projects/Presentations</p>
<p>February/ March</p>	<p>Era of Reform Suffrage Movement</p> <p>Worlds of the North and South, industrial vs. agrarian</p> <p>African Americans in the Mid-1800s</p>	<p>To what extent did the reform movements of the mid-1800s improve life in for some Americans? Who were the major players in the suffrage movement?</p> <p>Who were the major players in the abolitionist movement?</p>	<p>8.RI.2, 8.W.1.B,C,D,E</p> <p>8RST.1,7 8RI.4, 8.W.2.a-f 8.RST.9 8RI.8. 8.W.4, 5, 6 RH 6-8.1. RH 6-8.2</p>	<p>3F: Engage in respectful dialogue to understand other viewpoints 3A: Use technology effectively and responsibly 2A:Ask questions & explore new</p>	<p>Compare and Contrast/Venn Diagrams Bi-weekly Vocabulary Maps Small group presentations Written Summaries and Essays Summative and Formative Assessments Small and whole group discussions</p>

	<p>*Development and regional patterns of domestic slave trade from 1800s to 1860</p> <p>*Mississippi and Ohio Rivers</p> <p>*Slave trade centers</p> <p>Distribution of South's slave population by 1860</p>		<p>W 6-8.2</p> <p>SL 8.1</p> <p>State Standards: 1.4.1, 4.2.1, 4.4.1</p>	<p>learning opportunities</p> <p>3A: Use technology effectively and responsibly</p>	
<p>April-May</p>	<p>Civil War</p> <p>A Dividing Nation</p> <p>Missouri Compromise</p> <p>Compromise of 1850</p> <p>Dred Scott Decision</p> <p>Fugitive Slave Act</p> <p>The Battles</p> <p>Ken Burns "The Civil War"</p>	<p>Which events of the mid-1800s kept the nation together and which events divided the nation?</p> <p>Some say our country remains wounded by the slavery experience and the Civil War. In what ways might this claim be true and in what ways untrue? What evidence can you supply to substantiate your case?</p> <p>How can countries avoid the kind of bloodshed and devastation we experienced during our Civil War? How much diversity can any nation tolerate?</p> <p>Based on what you know and your own opinion was the Civil War inevitable? Based on the economy of both sides were both North and South destined to battle it out over the meaning of freedom in America?</p> <p>Compare and contrast Robert E. Lee and Ulysses S. Grant as generals. What challenges did they face and how did they overcome them? Who, in your opinion, was the better leader, and why?</p>	<p>8.RI.2,</p> <p>8.W.1.B,C,D,E</p> <p>8RST.1,7</p> <p>8RI.4, 8.W.2.a-f</p> <p>8.RST.9</p> <p>8RI.8. 8.W.4, 5, 6</p> <p>RH 6-8.1.</p> <p>RH 6-8.2</p> <p>W 6-8.2</p> <p>SL 8.1</p> <p>State Standards: 1.1.2, 1.4.1, 2.2.1, 3.1.2, 3.2.2, 4.1.2, 4.2.1,</p>	<p>3F: Engage in respectful dialogue to understand other viewpoints</p> <p>3A: Use technology effectively and responsibly</p> <p>2A:Ask questions & explore new learning opportunities</p> <p>3A: Use technology effectively and responsibly</p>	<p>Vocabulary</p> <p>Summative and Formative Assessments</p> <p>Final Project</p> <p>Famous Speeches</p> <p>Presentations</p> <p>Large and small group discussion</p> <p>Reflections</p> <p>Film Study; Ken Burns "The Civil War"</p> <p>History Final: May 21-22</p>
<p>May</p>	<p>Civil War Continued</p> <p>D.C. : May 23-27 (Wed-Sun.)</p>	<p>History Finals: May 21-22</p> <p>Visit to Gettysburg</p> <p>Washington DC Field Trip</p>	<p>8.RI.2,</p> <p>8.W.1.B,C,D,E</p> <p>8RST.1,7</p> <p>8RI.4, 8.W.2.a-f</p> <p>8.RST.9</p> <p>8RI.8. 8.W.4, 5, 6</p> <p>RH 6-8.1.</p> <p>RH 6-8.2</p> <p>W 6-8.2</p>	<p>3F: Engage in respectful dialogue to understand other viewpoints</p> <p>2A:Ask questions & explore new learning opportunities</p>	<p>Final exam, May 21 and 22</p>

			SL 8.1	3A: Use technology effectively and responsibly	
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June Finals: Tentatively the last two weeks in May	Graduation Preparation	
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1. We are active faith-filled persons who:

- a. Understand & model the teachings of the Catholic Church
- b. Pray daily with reverence
- c. Participate in Mass regularly
- d. Practice social justice & service to others

2. We are curious, engaged learners who:

- a. Ask questions & explore new learning opportunities
- b. Develop effective & responsible study habits
- c. Strive to do our best
- d. Practice problem solving & critical thinking
- e. Listen attentively and communicate ideas clearly
- f. Collaborate and engage with others respectfully

3. We are conscientious & responsible citizens who:

- a. Use technology effectively and responsibly
- b. Resolve conflict thoughtfully
- c. Show compassion & kindness to others
- d. Care for the environment & God's creation
- e. Welcome others & include everyone
- f. Engage in respectful dialogue to understand other viewpoints
- g. Recognize, refuse, and report bullying

Two Types of Assessment:

Formative Assessment occurs in the short term, as learners are in the process of making meaning of new content and of integrating it into what they already know. Feedback to the learner is immediate (or nearly so), to enable the learner to change his/her behavior and understandings right away. Formative Assessment also enables the teacher to "turn on a dime" and rethink instructional strategies, activities, and content based on student understanding and performance. Formative Assessment can be as informal as observing the learner's work or as formal as a written test. Formative Assessment is the most powerful type of assessment for improving student understanding and performance.

Examples: a very interactive class discussion; a warm-up, closure, or exit slip; a on-the-spot performance; a quiz.

Summative Assessment takes place at the end of a large chunk of learning, with the results being primarily for the teacher's or school's use. Results may take time to be returned to the student/parent, feedback to the student is usually very limited, and the student usually has no opportunity to be reassessed. Thus, Summative Assessment tends to have the least impact on improving an individual student's understanding or performance. Students/parents can use the results of Summative Assessments to see where the student's performance lies compared to either a standard (MEAP/MME) or to a group of students (usually a grade-level group, such as all 6th graders nationally, such as Iowa Tests or ACT). Teachers/schools can use these assessments to identify strengths and weaknesses of curriculum and instruction, with improvements affecting the next year's/term's students.

Examples: End of unit exams, major cumulative projects, research projects, and performances/presentations.