

Pine Hill Public Schools Curriculum

Content Area:		Social Studies	
Course Title/ Grade Level:		8	
Unit 1:	Road to the Constitution	Month:	September/October
Unit 2:	Launching a New Nation 1783-1800	Month:	November/December
Unit 3:	A Nation of Change 1800-1840	Month:	January/February
Unit 4:	Expansion & Reform 1840-1860	Month:	February/March
Unit 5:	A Nation Divides (Civil War & Reconstruction)	Month:	April/May/June
BOE Approval Date:		August 28, 2012	

**Pine Hill Public Schools
Curriculum**

Unit Title: Road to the Constitution		Unit #: 1
Course or Grade Level: 8		Length of Time: 8 weeks
Pacing	September/October	
Essential Questions	What is the origin of the US government? How did compromise play a role in designing our country's government? In what ways does the US Constitution affect our lives on a daily basis?	
Content	<ul style="list-style-type: none"> - Articles of Confederation - Constitutional Convention - The US Constitution - The Bill of Rights - The Amendments - Elections 	
Skills	<ul style="list-style-type: none"> - Analyze the weaknesses of the Articles of Confederation - Gain a better understanding of the difficulties at the Constitutional Convention - Compare and contrast the New Jersey Plan to the Virginia Plan - Identify issues between the Federalist and Anti-Federalist parties - Research information pertaining to the Founding Father of our country - Understand and interpret the US Constitution - Interpret the 1st 10 Amendments (Bill of Rights) and relate them to everyday situations - Identify and interpret key amendments to our Constitution - Plan a presidential campaign 	
Assessments	<ul style="list-style-type: none"> - teacher designed worksheets, graphic organizers, quizzes and tests - long-term projects - research paper - current events 	
Interventions / differentiated instruction	<ul style="list-style-type: none"> - student led group projects - multi-modal approaches to instruction - modified assignments/assessments - inclusive teaching practices 	
Inter-disciplinary Connections	<ul style="list-style-type: none"> - language arts (writing activities) - reading (Accelerated Reader) - math (3/5 Compromise; ratification of Constitution) - art (drawing activities) - science (contributions of Founding Fathers to astronomy/botany) 	
Lesson resources / Activities	<ul style="list-style-type: none"> - student textbook - teacher made resources (notes, handouts, projects) - internet (BrainPop) - Junior Scholastic & Time for Kids Magazines - library (Accelerated Reader Program, novels) - video conferencing 	

2009 NJCCCS

Standard: 6.1 U.S. History: America in the World.

Strand(s): A. Civics, Government, & Human Rights B. Geography, People, and the Environment
C. Economics, Innovation, and Technology D. History, Culture, and Perspectives

Content Statement(s): Revolution and the New Nation **CPI # / CPI(s):** 6.1.8.A.3.a; 6.1.8.A.3.b; 6.1.8.A.3.c; 6.1.8.A.3.d; 6.1.8.A.3.e; 6.1.8.A.3.f; 6.1.8.A.3.g; 6.1.8.B.3.b

21st Century Themes

Global Awareness	Financial, Economic, Business, and Entrepreneurial Literacy	Civic Literacy	Health Literacy
21st Century Skills			
Creativity and Innovation	Critical Thinking and Problem Solving	Communication and Collaboration	Information Literacy
Media Literacy	ICT Literacy	Life and Career Skills	

Pine Hill Public Schools Curriculum	
Unit Title: Launching a New Nation	
Unit #: 2	
Course or Grade Level: 8	Length of Time: 8 weeks
Pacing	November/December
Essential Questions	<ul style="list-style-type: none"> • What obstacles did the US face as a new nation? How could the US' relationship with the established European superpowers at this time be characterized? What effect does westward expansion have on our country?
Content	The 1 st President (George Washington) National Bank Whiskey Rebellion Early political parties John Adams XYZ Affair
Skills	<ul style="list-style-type: none"> - Describe the way Washington organized the new government - Explain why the US was in economic crisis during its early years - Identify the 3 parts of Hamilton's financial plan - Discuss the reasons for protest over the whiskey tax - Explain how early political parties emerged - Compare the political views of the Republicans and the Federalists - Discuss the result of the election of 1796 - Discuss the conflicts with Native Americans in the Northwest Territory - Describe how Americans reacted to the French Revolution - Identify the main points of Washington's farewell address - Summarize Washington's accomplishments as President - Explain why there was tension between the US & France - Describe the main provisions of the Alien & Sedition Acts - Compare the Presidency of John Adams to George Washington
Assessments	<ul style="list-style-type: none"> - teacher designed worksheets, graphic organizers, quizzes and tests - long-term projects - research paper - current events
Interventions / differentiated instruction	<ul style="list-style-type: none"> - student led group projects - multi-modal approaches to instruction - modified assignments/assessments - inclusive teaching practices
Inter-disciplinary Connections	<ul style="list-style-type: none"> - language arts (writing activities) - reading (Accelerated Reader) - math (loans/interest analysis)
Lesson resources / Activities	<ul style="list-style-type: none"> - student textbook - teacher made resources (notes, handouts, projects) - internet (BrainPop) - Junior Scholastic & Time for Kids Magazines - library (Accelerated Reader Program, novels) - video conferencing
2009 NJCCCS	
Standard: 6.1 U.S. History: America in the World.	
Strand(s): A. Civics, Government, & Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	
Content Statement(s): Revolution and the New Nation	CPI # / CPI(s): 6.1.8.B.3.a; 6.1.8.A.3.b; 6.1.8.A.3.c; 6.1.8.A.3.d; 6.1.8.A.3.e; 6.1.8.A.3.f; 6.1.8.A.3.g; 6.1.8.D.3.c

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

Pine Hill Public Schools Curriculum	
Unit Title: A Nation of Change	Unit #: 3
Course or Grade Level: 8	Length of Time: 8 weeks
Pacing	January/February
Essential Questions	What obstacles did the US face as a new nation? What was the importance of the purchase and exploration of the Louisiana Territory? What were the causes and effects of the War of 1812?
Content	<ul style="list-style-type: none"> • Thomas Jefferson • Louisiana Purchase • Lewis & Clark • War of 1812 • Monroe Doctrine • Spoils system • Trail of Tears
Skills	<ul style="list-style-type: none"> • Explain Jefferson's policies as President • Describe how the US gained the Louisiana Purchase • Discuss & map out Lewis & Clark's expedition • Create a timeline of Lewis & Clark's expedition • Discuss the causes and effects of the Embargo Act • Explain why the US declared war on Britain • Identify the events that led to the end of the War of 1812 • Describe the feeling of national unity that followed the War of 1812 • Explain the Monroe Doctrine • Compare the spoils system to the way government is run today • Describe the conflict over land occupied by Native Americans • Use a map to trace the path of forced removal of Native Americans and identify key states involved in the process
Assessments	<ul style="list-style-type: none"> - teacher designed worksheets, graphic organizers, quizzes and tests - long-term projects - research paper - current events
Interventions / differentiated instruction	<ul style="list-style-type: none"> - student led group projects - multi-modal approaches to instruction - modified assignments/assessments - inclusive teaching practices
Inter-disciplinary Connections	Language Arts (writing activities) Reading (Accelerated Reader) Math (map measurement/scale) Science (animal/plant species) Music ("Star Spangled Banner")
Lesson resources / Activities	<ul style="list-style-type: none"> - student textbook - teacher made resources (notes, handouts, projects) - internet (BrainPop) - Junior Scholastic & Time for Kids Magazines - library (Accelerated Reader Program, novels) - video conferencing
2009 NJCCCS	
Standard: 6.1 U.S. History: America in the World.	
Strand(s): A. Civics, Government, & Human Rights B. Geography, People, and the Environment C. Economics, Innovation, and Technology D. History, Culture, and Perspectives	
Content Statement(s): Expansion and reform	CPI # / CPI(s): 6.1.8.A.4.a; 6.1.8.A.4.b; 6.1.8.A.4.c; 6.1.8.B.4.a;

6.1.8.B.4.b; 6.1.8.C.4.a;

21st Century Themes

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

21st Century Skills

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

**Pine Hill Public Schools
Curriculum**

Unit Title: Expansion & Reform **Unit #: 4**

Course or Grade Level: 8 **Length of Time:** 8 weeks

Pacing February/March

Essential Questions How did the new technology of the Industrial Revolution change the way Americans lived? How did reformers inspire change & spark controversy? How did westward expansion change the geography of the nation and demonstrate the determination of its people?

Content

- Industrial Revolution
- Slavery/Abolitionists
- Missouri Compromise
- Underground Railroad
- Seneca Falls Convention
- Westward Expansion

Skills

- Explain the changes that the Industrial Revolution brought to American life
- Discuss the importance of the cotton mill
- Identify the important developments in factories and the problems that factory life produced
- Explain why American cities grew in the 1800s
- List the new inventions and advances in agriculture and manufacturing
- Describe the improvements in transportation during the early 1800s
- Discuss the wave of immigration to the US in the early 1840s & 1850s
- Identify the key people involved in the abolitionist & women's movements
- Describe the problems enslaved and free African Americans faced
- Discuss the debate over slavery & the Missouri Compromise
- Label a map identifying free & slave states

Assessments

- teacher designed worksheets, graphic organizers, quizzes and tests
- long-term projects
- research paper
- current events

Interventions / differentiated instruction

- student led group projects
- multi-modal approaches to instruction
- modified assignments/assessments
- inclusive teaching practices

Inter-disciplinary Connections

Language Arts (writing activities)
 Reading (Accelerated Reader)
 Math (map measurement/scale)
 Science (inventions/inventors)
 Music (slave spirituals)

Lesson resources / Activities

- student textbook
- teacher made resources (notes, handouts, projects)
- internet (BrainPop)
- Junior Scholastic & Time for Kids Magazines
- library (Accelerated Reader Program, novels)
- video conferencing

2009 NJCCCS

Standard: 6.1 U.S. History: America in the World.

Strand(s): A. Civics, Government, & Human Rights B. Geography, People, and the Environment
 C. Economics, Innovation, and Technology

Content Statement(s): Expansion and reform **CPI # / CPI(s):** 6.1.8.B.4.b; 6.1.8.C.4.b; 6.1.8.C.4.c; 6.1.8.D.4.a; 6.1.8.D.4.b; 6.1.8.D.4.c;

21st Century Themes

	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
<u>21st Century Skills</u>							
	Creativity and Innovation		Critical Thinking and Problem Solving		Communication and Collaboration		Information Literacy
	Media Literacy		ICT Literacy		Life and Career Skills		

**Pine Hill Public Schools
Curriculum**

Unit Title: A Nation Divides **Unit #: 5**

Course or Grade Level: 8 **Length of Time:** 8 weeks

Pacing April/May/June

Essential Questions
How did the Election of 1860 affect our nation?
What are the long-term consequences of the Civil War?

Content

- Election of 1860
- Abraham Lincoln
- Battle of Bull Run/Manassas
- Emancipation Proclamation
- The Civil War
- Gettysburg Address
- Reconstruction
- Jim Crow Laws

Skills

- Analyze campaign speeches from the election of 1860
- Make predictions from map of electoral college showing results of 1860 election
- Use maps to identify and locate Union, Border, and Confederate states
- Use Venn diagrams to compare & contrast key aspects of the Union and Confederacy
- Make predictions about the outcome of the Civil War based on prior knowledge
- Recite and discuss the Emancipation Proclamation
- Outline key battles, events and leaders of the Civil War
- Write a persuasive essay on whether or not the Union should have let the South secede
- Understand the details surrounding the assassination of Lincoln through video and primary source investigation
- Compare/contrast the schools of thought regarding southern reconstruction
- Create a political cartoon detailing the south's response to the 13th, 14th, and 15th amendments with the Jim Crow laws

Assessments

- teacher designed worksheets, graphic organizers, quizzes and tests
- long-term projects
- research paper
- current events

Interventions / differentiated instruction

- student led group projects
- multi-modal approaches to instruction
- modified assignments/assessments
- inclusive teaching practices

Inter-disciplinary Connections
Language Arts (writing activities)
Reading (Accelerated Reader)
Math (map measurement/scale/Venn diagrams)
Science (battlefield technology/medicine)

Lesson resources / Activities

- student textbook
- teacher made resources (notes, handouts, projects)
- internet (BrainPop)
- Junior Scholastic & Time for Kids Magazines
- library (Accelerated Reader Program, novels)
- video conferencing

2009 NJCCCS

Standard: 6.1 U.S. History: America in the World.

Strand(s): A. Civics, Government, & Human Rights B. Geography, People, and the Environment
C. Economics, Innovation, and Technology D. History, Culture, and Perspectives

Content Statement(s): Civil War and Reconstruction **CPI # / CPI(s):** 6.1.8.A.5.a; 6.1.8.A.5.b; 6.1.8.B.5.a; 6.1.8.C.5.a; 6.1.8.C.5.b; 6.1.8.D.5.a; 6.1.8.D.5.b; 6.1.8.D.5.c; 6.1.8.D.5.d

21st Century Themes

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

21st Century Skills

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