

## Pine Hill Public Schools Curriculum

Content Area:		<b>Social Studies</b>	
Course Title/ Grade Level:		<b>Grade 8- U.S. History II</b>	
Unit 1:	<b>Revolution and the New Nation (1754-1820's)</b>	Duration:	<b>9 weeks</b>
Unit 2:	<b>Expansion and Reform (1801-1861)</b>	Duration::	<b>14 weeks</b>
Unit 3:	<b>Civil War and Reconstruction (1850-1877)</b>	Duration:	<b>13 weeks</b>
BOE Approved Revision:		August 15, 2017	
BOE Initial Adoption Date:		August 25, 2015	

<b>Pine Hill Public Schools Curriculum</b>	
<b>Unit Title: Revolution and the New Nation</b>	<b>Unit #: 1</b>
<b>Course or Grade Level: Grade 8</b>	<b>Length of Time: 9 Weeks</b>
<b>Pacing</b>	September/October/November
<b>Essential Questions</b>	What obstacles did the United States face as a new nation? How could the US relationship with the established European superpowers at this time be characterized?
<b>Content Statement(s)</b>	Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today.
<b>Skills</b>	<p><b>Chronological Thinking:</b> Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p><b>Spatial Thinking:</b> Select and use various geographic representations to compare information about people, places, regions, and environments. 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> <p><b>Critical Thinking:</b> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. 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> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>
<b>Assessments</b>	Formative assessments- vocabulary quiz, content quizzes Summative assessments- Project, test, open-ended response Oral presentations
<b>Interventions / differentiated instruction</b>	Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc. Note-taking organizers Direct Instruction Small Group Instruction Cooperative Learning Mnemonic Devices Smart Board Activities
<b>Inter-disciplinary Connections</b>	ELA - Reading informational texts, written responses to inquiries Health - 2.1.C Math - 7.RP (Timelines; economics) Art/Music - 1.2 (influence of Europeans on architecture) Technology - 8.2.8.B.5 (cotton gin)
<b>Lesson resources / Activities</b>	Textbook/atlasses Teacher made resources Websites/videos Junior Scholastic magazines Media Center

## New Jersey Student Learning Standards 2014

**Standard(s):** 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

**CPI # / CPI(s):**

6.1.8.A.3.b Evaluate 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.

6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.

6.1.8.A.3.e Explain how and why constitutional civil liberties were impacted by acts of government (i.e., Alien and Sedition Acts) during the Early Republic.

6.1.8.A.3.f Explain how political parties were formed and continue to be shaped by differing perspectives regarding the role and power of federal government.

6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.

6.1.8.B.3.b 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.

6.1.8.C.3.b Summarize the effect of inflation and debt on the American people and the response of state and national governments during this time.

6.1.8.C.3.c Evaluate the impact of the cotton gin and other innovations on the institution of slavery and on the economic and political development of the country.

6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.

6.1.8.D.3.g 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.

**ELA/Literacy Companion Standards:**

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

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.

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).

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.

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

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).

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

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

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

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.

WHST.6-8.1. Write arguments focused on discipline-specific content. 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. 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. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports

the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3 (See note; not applicable as a separate requirement) Production and Distribution of Writing

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

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.

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

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.

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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### 21<sup>st</sup> Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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### 21<sup>st</sup> Century Skills

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

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:</b> A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using</p>	<p><b>Content Statement:</b> Understand and use technology systems Select and use applications effectively and productively  Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p>	<p><b>Indicator:</b> 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability  8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p>
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<p>technology.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Exhibit leadership for digital citizenship</p>	<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>
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<p style="text-align: center;"><b>Pine Hill Public Schools Curriculum</b></p>	
<p><b>Unit Title: Expansion and Reform</b></p>	<p><b>Unit #: 2</b></p>
<p><b>Course or Grade Level: Grade 8</b></p>	<p><b>Length of Time: 14 weeks</b></p>
<p><b>Pacing</b></p>	<p>November/December/January/February</p>
<p><b>Essential Questions</b></p>	<p>What forces unite and divide a nation? How did westward expansion change the geography of the nation and demonstrate the determination of its people?</p>
<p><b>Content Statement(s)</b></p>	<p>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p>
<p><b>Skills</b></p>	<p><b>Chronological Thinking:</b> Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p><b>Spatial Thinking:</b> Select and use various geographic representations to compare information about people, places, regions, and environments. 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> <p><b>Critical Thinking:</b> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. 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> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>
<p><b>Assessments</b></p>	<p>Formative assessments- vocabulary quiz, content quizzes Summative assessments- Project, test, open-ended response Oral presentations</p>

<b>Interventions / differentiated instruction</b>	<p>Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc.</p> <p>Note-taking organizers</p> <p>Direct Instruction</p> <p>Small Group Instruction</p> <p>Cooperative Learning</p> <p>Mnemonic Devices</p> <p>Smart Board Activities</p>
<b>Inter-disciplinary Connections</b>	<p>ELA - Reading informational texts, written responses to inquiries</p> <p>Science - MS-LS2 (Lewis and Clark reports)</p> <p>Health - 2.1.C (health issues for pioneers moving west)</p> <p>Math - 7.RP (Timelines)</p> <p>Art/Music - 1.2 (Transcendentalism, Hudson River School, American music)</p> <p>Technology - 8.2.8.B.5 (impact of technological innovations, cotton gin)</p>
<b>Lesson resources / Activities</b>	<p>Textbook/atlasses</p> <p>Teacher made resources</p> <p>Websites/videos</p> <p>Junior Scholastic magazines</p> <p>Media Center</p>
<b>New Jersey Student Learning Standards 2014</b>	
<p><b>Standard(s):</b> 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 the 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.</p>	
<p><b>Strand(s):</b> A. Civics, Government, &amp; Human Rights; B. Geography, People, and the Environment; C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives</p>	
<p><b>CPI # / CPI(s):</b></p> <p>6.1.8.A.4.a Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.</p> <p>6.1.8.A.4.b Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p> <p>6.1.8.A.4.c Assess the extent to which voting rights were expanded during the Jacksonian period.</p> <p>6.1.8.B.4.a Assess the impact of the Louisiana Purchase and western exploration on the expansion and economic development of the United States.</p> <p>6.1.8.B.4.b Map territorial expansion and settlement, as well as the locations of conflicts with and resettlement of Native Americans.</p> <p>6.1.8.C.4.c Analyze how technological innovations affected the status and social class of different groups of people, and explain the outcomes that resulted.</p> <p>6.1.8.D.4.b Describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.D.4.c Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.</p>	
<p><b>ELA/Literacy Companion Standards:</b></p> <p>RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p>	

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X	Media Literacy	X	ICT Literacy		Life and Career Skills		

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**Pine Hill Public Schools  
Curriculum**

<b>Unit Title: Civil War and Reconstruction</b>		<b>Unit #: 3</b>
<b>Course or Grade Level: Grade 8</b>		<b>Length of Time: 13 weeks</b>
<b>Pacing</b>	March/April/May/June	
<b>Essential Questions</b>	How was the Civil War a political, economic, and social turning point? What were the short-term and long-term effects of the Civil War?	
<b>Content Statement(s)</b>	The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.	
<b>Skills</b>	<p><b>Chronological Thinking:</b> Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p><b>Spatial Thinking:</b> Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the</p>	



	<p>historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> <p><b>Critical Thinking:</b> Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. 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> Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>
<b>Assessments</b>	<p>Formative assessments- vocabulary quiz, content quizzes</p> <p>Summative assessments- Project, test, open-ended response</p> <p>Oral presentations</p>
<b>Interventions / differentiated instruction</b>	<p>Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc.</p> <p>Note-taking organizers</p> <p>Direct Instruction</p> <p>Small Group Instruction</p> <p>Cooperative Learning</p> <p>Mnemonic Devices</p> <p>Smart Board Activities</p>
<b>Inter-disciplinary Connections</b>	<p>ELA - Reading informational texts, written responses to inquiries</p> <p>Health - 2.1.C (health issues for soldiers during Civil War)</p> <p>Math - 7.RP (Timelines)</p> <p>Art/Music - 1.2 (political cartoons)</p> <p>Technology - 8.2.8.B.5 (technology in war, ironclads)</p>
<b>Lesson resources / Activities</b>	<p>Textbook/atlases</p> <p>Teacher made resources</p> <p>Websites/videos</p> <p>Junior Scholastic magazines</p> <p>Media Center</p>

### New Jersey Student Learning Standards 2014

**Standard(s):** 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 the 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.

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

**CPI # / CPI(s):**

6.1.8.A.5.a Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.

6.1.8.A.5.b Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.

6.1.8.B.5.a Assess the role of various factors (i.e., geography, natural resources, demographics, transportation, leadership, and technology) that affected the course and outcome of the Civil War

6.1.8.C.5.a Assess the human and material costs of the Civil War in the North and South.

6.1.8.C.5.b Analyze the economic impact of Reconstruction on the South from different perspectives.

6.1.8.D.5.a Prioritize the causes and events that led to the Civil War from different perspectives.

6.1.8.D.5.b Analyze critical events and battles of the Civil War and determine how they contributed to the final outcome of the war.

6.1.8.D.5.c Examine the roles of women, African Americans, and Native Americans in the Civil War.

6.1.8.D.5.d Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

**ELA/Literacy Companion Standards:**

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WHST.6-8.3 (See note; not applicable as a separate requirement) Production and Distribution of Writing

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

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.

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

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.

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.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**21<sup>st</sup> Century Themes**

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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**21<sup>st</sup> Century Skills**

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

**8.1 Educational Technology:** All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p><b>Strand:</b></p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p><b>Content Statement:</b></p> <p>Understand and use technology systems Select and use applications effectively and productively</p> <p>Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p> <p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Exhibit leadership for digital citizenship</p>	<p><b>Indicator:</b></p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. 8.1.8.D.4 Assess the credibility and accuracy of digital content. 8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>
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