

8th Grade Social Studies Curriculum Map 2022

Pacing Guide	Standard Code & Indicator	Sample Learning Activities	Sample Assessments	Additional Standards
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<p>August- September</p> <p>Westward Expansion</p>	<p>6.1.8.CivicsHR.3.b: Evaluate the impact of the institution of slavery on the political and economic expansion of the United States.</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.</p> <p>6.1.8.HistoryCC.4.c: Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.</p>	<p>-Explore pioneer travel and decision making skills</p> <p>- Assess the concept manifest destiny and its justification</p> <p>- Map the territorial gains throughout the early 1800s</p> <p>-Examine the causes and results of Texas Independence and the Mexican- American results</p> <p>-Reflect on the California Gold Rush and its impact on emigration</p> <p>Instructional Resources: <i>TCI: Online Textbook</i> <i>Prentice Hall</i> History.Org USHistory.Org Make History Fun! USA.com</p> <p>Teacher Technology: ActiView ActivPanel YouTubeVideos Google Classroom Promethean Board</p> <p>Student Technology: Google Classroom Chromebooks Nearpod Kahoot TCI Online Textbook www.ushistory.com</p>	<p>Formative Assessments: Analysis Work Homework Classwork Student Participation Simulation</p> <p>Summative Assessments: Exam Project</p> <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modification</p>	<p>Interdisciplinary Standard: W. 8.2 Students will write an informative piece discussing pioneer travels.</p> <p>Technology Standard: 8.2.8.ITH.5 Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
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<p>October-November</p> <p>Industrial Revolution</p>	<p>6.1.8.EconNE.4.a Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and the nation.</p> <p>6.1.8.EconNE.4.b: 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.HistoryCC.4.d: Analyze the push-pull factors that led to increase in immigration and explain why ethnic and cultural conflicts resulted.</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g., patents, protection of private property, taxes).</p>	<p>-Examine how various types of transportation influenced the economy</p> <p>-Research inventions of the Industrial Revolution era</p> <p>-Evaluate the impact of urban development on daily life for Americans and immigrants</p> <p>-Explain the inventions that impacted life in the South</p> <p>-Explain how the plantation system developed the economy, culture, geography, and the increased need for slavery</p> <p>Instructional Resources: <i>TCI: Online Textbook</i> <i>Prentice Hall</i> History.Org USHistory.Org Make History Fun! USA.com</p> <p>Teacher Technology: ActiView ActivPanel YouTubeVideos Google Classroom Promethean Board</p> <p>Student Technology: Google Classroom Chromebooks Nearpod Kahoot TCI Online Textbook www.ushistory.com</p>	<p>Formative Assessments: Document Analysis Homework Classwork Student Participation</p> <p>Summative Assessments: Essay Unit Exam Project</p> <p>Accommodations and Modification</p>	<p>Interdisciplinary Standard: W. 8.2 Create an essay discussing inventions of the Industrial Revolution.</p> <p>Technology Standard: 8.2.8.ITH.2: Compare how technologies have influenced society over time.</p>
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<p>December - January</p> <p>Reform Era</p>	<p>6.1.8.HistoryCC.4.b: Explain the growing resistance to slavery and New Jersey's role in the Underground Railroad.</p> <p>6.1.8.CivicsHR.4.a: Examine sources from a variety of perspectives to describe efforts to reform education, women's rights, slavery, and other issues during the Antebellum period.</p>	<p>-Examine the social reform movements including groups, and prominent leaders in the nineteenth century.</p> <p>-Determine whether or not the reforms were effective in comparison to the 21st century.</p> <p>-Examine the impact of transcendentalism on the American mindset.</p> <p>Instructional Resources: <i>Prentice Hall</i> <i>TCi Digital Online Text</i> www.history.com www.historynet.com</p> <p>Teacher Technology: Promethean Board Google Expedition</p> <p>Student Technology: Google Classroom Chromebooks</p>	<p>Formative Assessments: Document Analysis Homework Classwork Student Participation</p> <p>Summative Assessments: Unit Exam Project Podcast</p> <p>Accommodations and Modification</p>	<p>Interdisciplinary Standard: RI 8.9 Read and discuss the views of social reform in the 19th century.</p> <p>Technology Standard: 8.2.8.ITH.5 Compare the impacts of a given technology on different societies, noting factors that may make a technology appropriate and sustainable in one society but not in another.</p>
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<p>February - March</p> <p>Antebellum Period</p>	<p>6.1.8.HistoryCC.5.a: Prioritize the causes and events that led to the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC.5.d: Assess the role of various factors that affected the course and outcome of the Civil War (i.e., geography, natural resources, demographics, transportation, leadership, and technology).</p> <p>6.1.8.HistoryCC.5.g: Construct an argument that prioritizes the causes and events that led to the Civil War using multiple sources from different perspectives.</p>	<p>-Analyze the causes of the Civil War.</p> <p>- Discuss the role popular sovereignty played in the debate over slavery</p> <p>-Compare the advantages and disadvantages of the North and South.</p> <p>-Research slave rebellions during the Antebellum Period.</p> <p>-Analyze the outcomes of landmark Supreme Court Cases.</p> <p>-Analyze and discuss the events and philosophical issues that would lead to the birth of the Republican Party.</p> <p>-Explain how the various perspectives and prevailing beliefs, socioeconomic factors, and governmental actions led to the Civil War</p> <p>Instructional Resources: <i>Prentice Hall: America</i> <i>TCi Online Text</i> www.ushistory.org www.pbs.com</p> <p>Teacher Technology: YouTube Promethean Board</p> <p>Student Technology: Google Classroom Chromebooks</p>	<p>Formative Assessments: Homework Classwork Student Participation Teacher-directed Q&A</p> <p>Summative Assessments: Unit Exam Project</p> <p>Accommodations and Modification</p>	<p>Interdisciplinary Standard: W 8.7 Students will reflect on causes of the Civil War.</p> <p>Technology Standard: 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
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<p style="text-align: center;">April-June</p> <p>The Civil War and Reconstruction</p>	<p>6.1.8.HistoryCC5.b: Analyze critical events and battles of the Civil War from different perspectives.</p> <p>6.1.8.HistoryCC.5.c: Assess the human and material costs of the Civil War in the North and South.</p> <p>6.1.8.HistoryUP.5.a: Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.</p> <p>6.1.8.HistoryUP.5.b: Examine the roles of women, African Americans, and Native Americans in the Civil War.</p> <p>6.1.8.HistoryUP.5.c: Explain how and why the Emancipation Proclamation and the Gettysburg Address continue to impact American life.</p> <p>6.1.8.HistoryCC.5.e: Compare and contrast the approaches of Congress and Presidents Lincoln and Johnson toward the reconstruction of the South.</p> <p>6.1.8.HistoryCC.5.f: Analyze the economic impact of Reconstruction on the South from different perspectives.</p> <p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p> <p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local, national, and global context.</p>	<p>-Discuss the role of free Blacks and women during the Civil War.</p> <p>-Examine key battles and political events during the Civil War.</p> <p>-Analyze how the Civil War changed the nation and impacts America today</p> <p>-Understand the impact of the Emancipation Proclamation and the Gettysburg Address at the time of the war and their influence today.</p> <p>-Determine the impact of the Slavery Amendments on American society during and after the war and into modern America.</p> <p>-Examine the Civil War’s economic cost, as well as the casualties inflicted.</p> <p>-Examine Reconstruction policies of Lincoln and Johnson, and reaction of southern state governments (segregation, discrimination, etc.)</p> <p>-Determine whether or not Reconstruction was successful.</p> <p>-Discuss the continued restrictions of the rights of African Americans</p>	<p>Formative Assessments: Homework Classwork Student Participation Teacher-directed Q&A</p> <p>Summative Assessments: Unit Exam Projects</p> <p><u>Accommodations and Modification</u></p>	<p>Interdisciplinary Standard: W8.8 Students will present their reconstruction ideas based on multiple print and digital sources.</p> <p>Technology Standard: 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
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<p>June</p> <p>Civics and Current Event Topics</p>	<p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information.</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.</p>	<p>-Research a public policy topic that impacts climate change</p> <p>Instructional Resources: America: Prentice Hall www.ushistory.org</p> <p>Teacher Technology: ActiView ActivPanel YouTube Videos Promethean Board</p> <p>Student Technology: Google Classroom Chromebooks</p>	<p>Formative Assessments: Homework Classwork Student Participation Teacher-directed Q&A</p> <p>Summative Assessments: Current Event Project Potential Topics: Electric Vehicles Alternative power sources Global Warming Pollution</p> <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modification</p>	<p>Interdisciplinary Standard: 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose.</p> <p>Technology Standard: 8.2.8.ITH.1: Explain how the development and use of technology influences economic, political, social, and cultural issues.</p>
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Alternate Assessments: Worksheets, Activities, Projects, Socratic Seminar

21st Century Standards: 9.1.8.A.1, 9.1.12.A.1 & 9.1.8.D.2

21st Century Skills: Critical Thinking, Creativity

Career Ready Practices: CRP1, CRP5, CRP6