

Social Studies Curriculum for 7th/8th Grades

1. Westward Expansion and US History from 1820 to the Civil War and Reconstruction including the Interpretation and Analysis of Primary Source Documents
2. The Electoral Process
3. Current Events
4. Geography of the World
5. Economic Principles
6. Assessment

Students will be graded on:

- a. Tests
- b. Projects - both individual and group
- c. Current Events Assignments
- d. Unit Projects
- e. Worksheets
- f. Extra Credit (only acceptable if other work is completed)
- g. Homework
- h. Other

7. Additional Information

- Students will have current events reports due twice a marking period.
- Each 8th grade student will be given a USB drive in order to work in school and at home. This must be returned at the end of the school year, similar to the use of textbooks. If you would like to purchase a USB drive for your child, it would be a good investment.
- All students will receive a progress report for all of their subjects.
- Materials needed for class: textbook, assignment book, spiral notebook, binder, pen, pencil

New Jersey Core Curriculum Content Standards for Social Studies for Grades 7/8

Content Area	Social Studies		
Standard	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.		
Era	Expansion and Reform (1801-1861)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>4. Expansion and Reform</p> <p>Westward movement, industrial growth, increased immigration, the expansion of slavery, and the development of transportation systems increased regional tensions.</p>	A. Civics, Government, and Human Rights	6.1.8.A.4.a	Explain the changes in America’s relationships with other nations by analyzing policies, treaties, tariffs, and agreements.
		6.1.8.A.4.b	Analyze how the concept of Manifest Destiny influenced the acquisition of land through annexation, diplomacy, and war.
		6.1.8.A.4.c	Assess the extent to which voting rights were expanded during the Jacksonian period.
	B. Geography, People, and the Environment	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.
		6.1.8.B.4.b	Map territorial expansion and settlement, as well as the locations of conflicts with and removal of Native Americans.
	C. Economics, Innovation, and Technology	6.1.8.C.4.a	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.
		6.1.8.C.4.b	Explain how major technological developments revolutionized land and water transportation, as well as the economy, in New Jersey and nation.
		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.
	D. History, Culture, and Perspectives	6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
		6.1.8.D.4.b	Explore efforts to reform education, women’s rights, slavery, and other issues during the Antebellum period.
		6.1.8.D.4.c	Explain the growing resistance to slavery and New Jersey’s role in the Underground Railroad.

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Era	Civil War and Reconstruction (1850-1877)		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>5. Civil War and Reconstruction</p> <p>The Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery.</p> <p>The Civil War and Reconstruction had a lasting impact on the development of the United States.</p>	A. Civics, Government, and Human Rights	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.
	B. Geography, People, and the Environment	6.1.8.B.5.a	Determine the role of geography, natural resources, demographics, transportation, and technology in the progress and outcome of the Civil War.
		C. Economics, Innovation, and Technology	6.1.8.C.5.a
	6.1.8.C.5.b		Analyze the economic impact of Reconstruction on the South from different perspectives.
	D. History, Culture, and 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.		

Content Area	Social Studies		
Standard	6.3 Active Citizenship in the 21st Century. All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.		
Grade Level	By the end of grade 8		
Content Statement	Strand	CPI #	Cumulative Progress Indicator (CPI)
<p>Active citizens in the 21st century:</p> <ul style="list-style-type: none"> Recognize the causes 	A. Civics, Government, and Human Rights	6.3.8.A.1	Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.
		6.3.8.A.2	Participate in a real or simulated hearing to develop a legislative proposal that

<p>and effects of prejudice on individuals, groups, and society.</p> <ul style="list-style-type: none"> • Recognize the value of cultural diversity, as well as the potential for misunderstanding. • Critically analyze media to assess different viewpoints and detect bias, opinion, and stereotypes. • Listens open-mindedly to views contrary to their own. • Collaboratively develop and practice strategies for managing and resolving conflict. • Demonstrate understanding of democratic values and processes. • Recognize that the actions or inactions of individuals, groups, and nations can have intended and unintended consequences. • Challenge unfair viewpoints and behavior by taking 			addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).
		6.3.8.A.3	Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.
	B. Geography, People, and the Environment	6.3.8.B.1	Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.
	C. Economics, Innovation, and Technology	6.3.8.C.1	Contact local officials and community members to obtain information about the local school district or municipal budget and assess budget priorities.
	D. History, Culture, and Perspectives	6.3.8.D.1	Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

<p>action.</p> <ul style="list-style-type: none">• Make informed and reasoned decisions.• Accept decisions that are made for the common good.			
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