Pequea Valley School District
Social Studies

Unit 1: The Federalist and Jefferson Eras **Course: American Life** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How did the United States develop under the Federalist and Jefferson Eras?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 1 Class Period - Intro
- 7 Class Periods - Content, TeenBiz, Assessment

Tier 3 Vocabulary (Content specific vocabulary)
- precedent
- cabinet
- partisan
- caucuses
- jurisdiction
- principle
- secede
- neutral rights
- embargo
- nationalism

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- The learners will know how parties have influenced the beginning of the nation.
- The learners will know America's struggles with foreign countries.
- The learners will know how the Louisiana Purchase facilitated westward expansion.

Understand - What do students need to understand? What is the big idea? *List broad concepts or "big ideas" in a statement of enduring understanding.*

- The learners will understand how our nation's two-party political system developed from Americans taking opposing sides on political issues.
- The learners will understand that as the United States grew, tensions emerged within and beyond the nation's borders.
- The learners will understand the War of 1812 changed how Americans felt about their country and how other countries viewed the United States.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- The learners will complete a Type 3 comparing viewpoints of admitting Missouri as a slave state from the perspective of the North, South, and West, and describe how the Missouri Compromise temporarily solved the dispute.
- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.
- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:

Software/Resources:

Pequea Valley School District
Social Studies

Unit 2: Growth and Expansion/Industrial Age **Course: American Life** **Grade: 8**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
How did the United States grow and change after the War of 1812?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- A Growing Economy - 2 Class Periods
- Moving West - 2 Class Periods
- Unity and Sectionalism - 1 Class Periods
- Railroad Leads the Way - 1 Class Period
- Inventions in Society - 2 Class Periods

Tier 3 Vocabulary (Content specific vocabulary)
cotton gin, interchangeable part, patent, capitalism, capital, free enterprise, census, sectionalism, monopoly, interstate commerce, cede, consolidation, railroad baron, standard gauge, rebate, pool, Model T, assembly line, mass production, transmit, mechanism, phonograph, entrepreneur, corporation, stock, shareholder, monopoly

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- The learners will know how new technology affected the way things were made.
- The learners will know what factors helped increase the movement of people and goods going west.
- The learners will know how the country changed after the War of 1812.
- The learners will know the differences between the North, South, and West.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- The learners will understand how the Industrial Revolution of the late 1700s changed how people lived and worked.
- The learners will understand how the settling the West led to improvements in transportation that helped the nation grow and prosper.

- The learners will understand that although national pride was evident throughout the country, each region—North, South, and West—wanted to further its own economic and political interest.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Learners will research an invention and complete a google slide about the invention.
- Learners will complete a Practice TDA using a TeenBiz article centered on the invention of the telegraph.
- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.
- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:

Software/Resources:

Pequea Valley School District
Social Studies

Unit 3: The Age of Jackson **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How did democracy expand and shape our modern political system during the Jackson Era?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 13 class sessions including introduction, content, Actively Learn, project, Type 1 and 2 Writing, review and assessment.

Tier 3 Vocabulary (Content specific vocabulary)
favorite son, plurality, majority, mudslinging, bureaucracy, spoils system, nominating convention, federal, veto

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- The learners will know the events that occurred during the election of 1824 and 1828.
- The learners will know the five civilized tribes, where they were located, and why Jackson pushed through the Native American Removal Act.
- The learners will know what role the Bank of the United States played in the election of 1832.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- The learners will understand how democracy increased during the Jackson Era.
- The learners will understand why Native Americans were removed from their land and relocated to the west.
- The learners will understand how the struggle with the Bank of the United States represented the ongoing struggle of the role of the federal government.
- The learners will understand why the Whig party split from the democratic party and what events occurred in the 1840s that weakened the party.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***
- Learners will complete a campaign button project that reflects the persuasive tactics used in the elections of 1824 and 1828.
- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.

- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:

Software/Resources:

Pequea Valley School District
Social Studies

Unit 4: Manifest Destiny **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
How did the movement of Americans to the West help shape the country and fulfill the idea of Manifest Destiny?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 15 class sessions including introduction, content, Actively Learn, Manifest Destiny TDA Writing project, review and assessment, Type 1 and 2 Writing.

Tier 3 Vocabulary (Content specific vocabulary)
joint occupation, mountain men, emigrants, prairie schooners, Manifest Destiny, tejanos, annexm ranchos, rancheros, forty-niners, boomtown, vigilantes, incorporated

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Learners will know the key ideas behind the concept of Manifest Destiny.
- Learners will know the location of the Oregon Territory, New Mexico Territory, Florida, and Texas.
- Learners will know how Native Americans were affected by Westward Expansion.
- Learners will know how the discovery of Gold in California affected Westward Expansion

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Learners will understand the idea of Manifest Destiny and the role it played in expanding the nation to the West.
- Learners will understand how the Oregon Territory and the New Mexico Territory were annexed to become part of the United States.
- Learners will understand how territories became states during expansion West and the continued role of the Missouri Compromise.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Learners will be able to discuss what caused the Westward Expansion including the idea of Manifest Destiny and the effects of the expansion on the United States through a TDA Writing Project writing.
- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.
- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete a TDA Writing comparing period literature related to Westward Expansion. (Legends - Davy Crockett and Tall Tales - Paul Bunyan)
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:
Literature Textbook Selections: Davy Crockett and Paul Bunyan

Software/Resources:

Pequea Valley School District
Social Studies

Unit 5: Opening the West **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How did the American migration West transform the Great Plains?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 10 class sessions including introduction, content, Actively Learn, Type 3 writing, review and assessment, Type 1 and 2 Writing.

Tier 3 Vocabulary (Content specific vocabulary)
extracting, subsidies, transcontinental, times zones, long drives, Vaquero, homestead, sodbuster, dry farming, National Grange, cooperatives, populism

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Learners will know how mining and railroads were dependent on one another.
- Learners will know how the activities of ranchers and farmers impacted the West.
- Learners will know why organizations such as the National Grange and Farmers' Alliances were created.
- Learners will know how the lives of Native Americans were impacted by Westward Expansion.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Learners will understand how railroads impacted Westward Expansion.
- Learners will understand how the Industrial Revolution led to advances in farming in the West.
- Learners will understand how Westward Expansion led to conflict with Native Americans.
- Learners will understand how organizations such as the National Grange and Farmers' Alliances had a lasting impact on American politics and government.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.
- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:

Software/Resources:

Pequea Valley School District
Social Studies

Unit 6: North and South **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
How were the economies of the North and South different and on what were their economies based?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 15 class sessions including introduction, content, Actively Learn, Type 3 writing, review and assessment, Type 1 and 2 Writing.

Tier 3 Vocabulary (Content specific vocabulary)
innovation, Clipper Ships, telegraph, Morse Code, trade union, strike, prejudice, discrimination, famine, nativist, productivity, domestic slave trade, yeoman, overseer, spiritual, slave codes, Underground Railroad, literacy

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Learners will know the three phases of Industrialization.
- Learners will understand how changes in transportation, communication, and farming transformed the United States.
- Learners will know how factories impacted people's lives and the economy of the North.
- Learners will know how immigration impacted cities in the North.
- Learners will know why Southern agriculture was heavily dependent on slave labor.
- Learners will know how the Underground Railroad provided a means to freedom for some slaves.
- Learners will know how the slave code affected the lives of slaves and how slave uprisings occurred

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Learners will understand how the economies of the North and South were different.
- Learners will understand how the Industrial Revolution impacted the North.
- Learners will understand why trade unions and reform were necessary in the workplace in the North.
- Learners will understand how the growth of the Cotton Kingdom affected the South.

- Learners will understand how African American culture survived despite the institution of slavery.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Learners will complete an Immigrant Poster Project to demonstrate how immigrant culture impacted the United States.
- Learners will complete a Type 2 Writing regarding Harriet Tubman and the UnderGround Railroad after performing a short Readers Theater play.
- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.
- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:
Moses Leads Her People Readers Theater

Software/Resources:

Pequea Valley School District
Social Studies

Unit 7: The Spirit of Reform **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- How did the social, cultural, and political fabric develop in the mid-1800s?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 12 class sessions including introduction, content, Actively Learn, Type 3 writing, review and assessment, Type 1 and 2 Writing.

Tier 3 Vocabulary (Content specific vocabulary)
revival, utopia, temperance, normal school, civil disobedience, abolitionist, suffrage, coeducation

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Learners will know how education, religion, and culture evolved during the mid-1800s.
- Learners will know how the origins of the abolitionist movement and how it expanded during the mid-1800s.
- Learners will know how abolitionists such as Frederick Douglass and Sojourner Truth contributed to the abolitionist movement.
- Learners will know why the Seneca Falls Convention took place and what happened as a result of the convention.
- Learners will know how the Women's Movement progressed during the mid-1800s.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Learners will understand the effects of The Second Great Awakening
- Learners will understand how the abolitionist movement began to change America's attitude toward slavery.
- Learners will understand how the Women's Movement affected change and expanded women's rights, including Women's Suffrage.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***
- Learners will demonstrate understanding of how the Women's Movement expanded women's rights through completion of a TDA.
- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.

- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:

Software/Resources:

Pequea Valley School District
Social Studies

Unit 8: The Urban Society **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
How did the United States change as it grew into an urban society?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 10 class sessions including introduction, content, Actively Learn, Type 1 and 2 Writing.

Tier 3 Vocabulary (Content specific vocabulary)
emigrate, ethnic group, steerage, recruit, assimilate, nativist, urban, tenement, slum, middle class, suburb, settlement house, skyscraper, land-grant college, yellow journalism, spectator sport, vaudeville, jazz, ragtime

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Learners will know why people immigrated to the United States during the late 1800s.
- Learners will know what life was like for immigrants during the late 1800s.
- Learners will know what factors led to the growth of cities and what problems arose in newly formed urban areas.
- Learners will know how education and society changed during the late 1800s.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Learners will understand why immigrants felt the need to immigrate to a new country
- Learners will understand how immigration affected both immigrants and the United States.
- Learners will understand how the growth of cities changed the way in which most Americans lived.
- Learners will understand how new ideas changed the culture of the United States and how people lived.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.
- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:

Software/Resources:

Pequea Valley School District
Social Studies

Unit 9: Toward Civil War - Combined with Unit 10 Civil War **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result **What do you want all students to know, understand and do by the end of the unit?**
Unit Essential Question(s) What issues divided the North and South and why did the efforts to compromise eventually fail?
Keystone Eligible Content/PA Core Standard
Pacing: Approximate number of class sessions per unit ● 18 class sessions including introduction, content, Actively Learn, Type 2 writing, and poster project, Type 1 and 2 Writing.
Tier 3 Vocabulary (Content specific vocabulary) ● fugitive, secede, border ruffian, civil war, arsenal, martyr, secession, states' rights
Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*** ● Learners will know
Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.*** ● Learners will understand how the issue of slavery in the new territories divided tha nation
Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.*** ● Learners will

Literature:

Software/Resources:

Pequea Valley School District
Social Studies

Unit 10: The Civil War **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
- What were the strengths and weaknesses of the North and South and how did they influence the strategies and the outcome of the Civil War?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 25 class sessions including introduction, content, Actively Learn, Type 3 writing, review and assessment and research, Type 1 and 2 Writing.

Tier 3 Vocabulary (Content specific vocabulary)
fugitive, secede, border ruffian, civil war, arsenal, martyr, secession, states' rights, border state, enlist, tributary, ironclad, casualty, Emancipation Proclamation, habeas corpus, draft, bounty, greenback, entrench, flank, resistance, total war

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Learners will know how ideological conflict over slavery led to attempts at political compromise.
- Learners will know how the Kansas-Nebraska Act led to a new meaning of popular sovereignty.
- Learners will know how the creation of new political parties affected the challenges related to slavery.
- Learners will know how the Dred Scott decision affected the challenges related to slavery.
- Learners will understand the importance of the election of 1860 and the subsequent secession of the southern states.
- Learners will know the initial goals and military strategies of the North and the South.
- Learners will know the outcomes of early major battles of the Civil War.
- Learners will know how Lincoln's Emancipation Proclamation impacted the lives of slaves during and after the Civil War.
- Learners will understand the challenges and hardships experienced by Americans during the Civil War.
- Learners will know how the battles of Vicksburg and Gettysburg led to a turning point in the Civil War.
- Learners will know how the appointment of Ulysses S. Grant as commander of the Union Army and Sherman's March to the Sea led to the conclusion of the Civil War.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will understand the importance and impact of political compromise .
- Learners will understand how conflict can arise out of political disagreement.
- Learners will understand how the economic differences between the North and South affected their ability to perform during the Civil War.
- Learners will understand how the Civil War impacted the beliefs and attitudes of those living in the North and South.
- Learners will understand how the Civil War impacted the economies of the North and the South.
- Learners will understand why casualties were so dramatic during the Civil War.
- Learners will understand the toll that the Civil War had on the United States.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Learners will demonstrate understanding of a self-chosen Civil War topic through completion of a 5 page research paper.
- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.
- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:

Software/Resources:

Pequea Valley School District
Social Studies

Unit 11: Reconstruction Era **Course: Middle Level Humanities** **Grade: 8th**

Planning the Focus Based on the Desired Result
What do you want all students to know, understand and do by the end of the unit?

Unit Essential Question(s)
Why did the plans for Reconstruction after the Civil War prove to be difficult and divisive?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit
- 12 class sessions including introduction, content, Actively Learn, Type 2 writing, and poster project, Type 1 and 2 Writing.

Tier 3 Vocabulary (Content specific vocabulary)
Reconstruction, amnesty, black codes, override, impeach, scalawag, corruption, integrate, sharecropping, poll tax, literacy test, grandfather clause, segregation, lynching

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
- Learners will know how leaders attempted reconstruction of the South after the Civil War.
- Learners will know how Lincoln's Ten Percent Plan, the founding of The Freedman's Bureau, and Johnson's Reconstruction Plan affected the attempt to reintegrate the South to the United States after the Civil War.
- Learners will understand how the 14th and 15th amendments affected formerly enslaved persons.
- Learners will know how Black Codes blocked reconstruction efforts and how they affected formerly enslaved persons after the Civil War.
- Learners will know how resistance to reconstruction efforts discouraged African Americans from participating in civic life.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
- Learners will understand why reconstruction of the South proved difficult and divisive.
- Learners will understand why leaders disagreed about how to reintegrate the South into the United States.
- Learners will understand how Lincoln's assassination changed the plans for the South rejoining the Union.
- Learners will understand how Johnson's reconstruction plan differed from Lincoln's reconstruction plan.
- Learners will understand why reconstruction plans were ended and why reconstruction efforts eventually failed.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***List skills and competencies.***

- Learners will complete a Civil War Reconstruction Poster Project.
- Learners will demonstrate Knowledge concepts and Understanding ideas using a summative unit assessment.
- Learners will demonstrate understanding of key vocabulary related to the unit.
- Learners will complete Type 1 and Type 2 writing prompts related to topics covered in class discussions.

Literature:

Software/Resources: