

Southern Cayuga Central School District-Curriculum Map

Subject- Social Studies 8 (American History)

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School Year- 2023-2024

Title/Topics/Content Standards	Essential Questions and Vocabulary	Content Skills	Major Assessments	Time Frame
Unit 1: Reconstruction 8.1 Regional tensions following the Civil War complicated efforts to heal the nation and to redefine the status of African Americans. (8.1a, 8.1b,8.1c)	Essential Questions: What is the cost of war? What does united mean? What issues were involved in gaining African American freedoms after the war? What were the differences in the plans that Congress fought over Vocabulary: Carpetbagger Scalawag Black Codes Ku Klux Klan 13th Amendment 14th Amendment 15th Amendment Radical Reconstruction Plessy V. Ferguson (1896) Jim Crow Laws Poll Taxes Literacy Tests Freedmen's Bureau Sharecropping Segregation	Primary source analysis Paragraph writing using a graphic organizer Identifying essential information in Primary Source Documents Note Taking Political cartoon Analysis/ Inquiry	End of Unit Assessment: Formal Quiz/Test Vocabulary Quiz	2.5 weeks
Unit 2: Industrialization-A Changing Society 8.2 Industrialization and immigration contributed to the urbanization of America. Problems resulting	Essential Questions: How does new technology impact a society?	Primary source analysis Paragraph writing using a graphic organizer and	Writing Assessment: Enduring Issue Essay- Immigration	3.5 weeks

<p>from these changes sparked the Progressive movement and increased calls for reform. (8.2a, 8.2b, 8.2c, 8.2d)</p>	<p>America has always been an image of hope and inclusion. How has this image been true or false throughout history?</p> <p>Vocabulary: Gilded Age Wealth Regulation Labor Union Child Labor Tenement Slum Factory Urbanization Agriculture Industry Monopoly Trust Economy Capitalism Strike Consumer Technology Immigrant Ellis Island Angel Island</p>	<p>primary source documents. Map reading Stations Activities Group online collaboration Navigating the internet for appropriate sources Inquiry Essay-Immigration Peer Editing</p>	<p>End of Unit Assessment: End of unit exam Essay Format Documents Mid Unit Assessment: New Technology/Inventions of the Industrial Revolution Activity</p>	
<p>Unit 3: The Progressive Era 8.2e Progressive Era reformers sought to address political and social issues at the local, state, and federal levels of government between 1890 and 1920. These efforts brought renewed attention to women's rights and the suffrage movement and spurred the creation of government reform policies.</p>	<p>Essential Questions: How can unrest and vision bring about societal change? Can we reform society?</p> <p>Vocabulary: Progressive Reform</p>	<p>Group online collaboration and presentations. Internet research and Google slideshow organization primary source analysis America the Story of Us-Cities: video evaluation</p>	<p>Project Evaluation: Evaluation of group work and group final product-slideshow.</p> <p>End of Unit Assessment: Test</p>	<p>3 Weeks</p>

	Muckraker Trust Corruption Spoils System Suffrage 17th Amendment 18th Amendment 19th Amendment Initiative Referendum National Park	Cause and Effect Political Cartoon Analysis		
Unit 4: Imperialism 8.3 Beginning the the second half of the 19th century, economic, political, and cultural factors contributed to a push for westward expansion and more aggressive United States foreign policies. (8.3b, 8.3c, 8.3d) <i>*8.3a is covered in 7th grade*</i>	Essential Questions: Is bigger always better? What makes a country a “world power”? Vocabulary: Empire Imperialism Conflict White Man’s Burden Culture Yellow Journalism Transcontinental Railroad Foreign policy Open Door Policy Roosevelt Corollary Monroe Doctrine Dollar Diplomacy Big Stick Policy Annex Raw materials Intervention	US Imperialist Map Identification Cause and Effect Compare and Contrast Turning Point Internet and library research Primary source analysis Political Cartoon Analysis	Writing Assessment: -Short Essay Questions End of Unit Assessment:	4 weeks
Unit 5: World War One 8.4 Various diplomatic, economic, and ideological	Essential Questions: When is war justified?	Reading comprehension Think Pair Share	Mid Unit Assessment: Vocabulary Quiz	4-5 weeks

<p>factors contributed to the United States decision to enter World War I. Involvement in the war significantly altered the lives of Americans. Postwar America was characterized by economic prosperity, technological innovations, and changes in the workplace. (8.4a, 9.4b, 8.4c, 8.4d) *8.4e is covered in the next unit*</p>	<p>How does war/conflict impact a society?</p> <p>Vocabulary:</p> <p>Militarism Alliances Imperialism Nationalism Assassination Communism Bolsheviks Lusitania Unrestricted submarine warfare Allied Powers Central Powers Zimmerman Telegram Homefront Ration Liberty Garden Liberty Bond Stalemate Neutral Trench warfare “Trench foot” 14 points Treaty of Versailles League of Nations Armistice Propaganda Reparations Espionage and Sedition Acts</p>	<p>Partner/Group Collaboration Online Stations-timeline Primary Source analysis Political Cartoons Point of view analysis Using vocabulary words in complete sentences. Cause and Effect Turning Point Venn Diagram for compare and contrast “War Horse”-Movie Analysis -identifying new technology and consequences of war</p>	<p>End of Unit Assessment: End of unit test</p> <p>Group/Writing Assessment: “Which Alliance would you choose?” Paragraph</p>	
<p>Unit 6: The 1920’s and Great Depression 8.4e After World War I, the United States entered</p>	<p>Essential Questions: What role should the government play in the</p>	<p>Note Taking Creative Writing Primary Source Analysis</p>	<p>Writing Assessment: Civic Literacy Essay/Enduring Issue Essay</p>	<p>2 Weeks</p>

<p>a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.</p> <p>8.5 Economic and environmental disasters in the 1930s created hardships for many Americans. Amidst much debate about the appropriate role of government, President F.D.R. helped to create intensive government interventions in the United States economy and society.</p> <p>(8.5a, 8.5b, 8.5c)</p>	<p>economy? How do people deal with major changes to society/way of life?</p> <p>Vocabulary: Roaring 20's Prohibition Speakeasy Bootlegger Intolerance Prejudice Red Summer Harlem Renaissance Flapper Depression Stock market Economy Fireside chat Dust bowl Leadership New Deal Alphabet Soup</p>	<p>Venn Diagram Cause and effect charts Evaluating movement of people and resources DBQ essay process and peer edit America the Story of Us-Boom and Bust New Deal Group Work-Alphabet Soup</p>	<p>Mid unit assessments: Google Forms-vocabulary and stimulus-based multiple-choice practice</p> <p>Project Assessment: 1920's mini project and presentations Alphabet Soup Government Agencies group work assessment.</p>	
<p>Unit 7: World War Two</p> <p>8.6 The aggression of the Axis powers threatened United States security and led to its entry into WWII. The nature and consequences of warfare during WWII transformed the United States and the global community. The damage from total warfare and atrocities of the Holocaust led to a call for international efforts to protect human rights and prevent future wars.</p> <p>(8.6a, 8.6b, 8.6c)</p>	<p>Essential Questions: Is it ever justified for the government to limit freedom and civil liberties? To what extent have calls for the protection of human rights been successful? When is it right to stand up to an aggressor?</p> <p>Vocabulary: Appeasement</p>	<p>Stations Activity Reading comprehension True/False questions Problem solving-group work Paragraph writing-making claims, analysis, outside information Inquiry Current event compare and contrast Cause and Effect</p>	<p>Mid Unit Assessments: Quizzes</p> <p>End of Unit Assessments: End of unit test</p> <p>Project Assessment: group project, stations, and presentations</p> <p>Written Assessment:</p>	3 weeks

	Totalitarianism Nazis Axis Powers Allied Powers Blitzkrieg Lend-Lease Act War Production Board Internment D-Day Island Hopping Manhattan Project Holocaust Genocide Ration Atomic Bomb Holocaust Total War Internment	Primary source document analysis		
Unit 8: The Cold War-Foreign Policy The period after WWII has been characterized by an ideological and political struggle, first between The United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (8.7a, 8.7b, 8.7c, 8.7d)	Essential Questions: How can we prevent war? How has the legacy of the Cold War continued to affect foreign policy and the United States today? Vocabulary: Communism Capitalism Cold War Containment	Cold War Project- Google Sites Vocabulary Primary source analysis Reading comprehension and evidence based writing cause and effect Timeline Cause and Effect Cold War Ideologies	Project Assessment: Research project End of Unit Assessment: Unit Test Mid Unit Assessment: -Vocabulary quiz -Stations	3 weeks

	Detente Arms Race Space Race United Nations Truman Doctrine North Atlantic Treaty Organization Warsaw Pact McCarthyism Brinkmanship Hydrogen Bomb Sputnik National Aeronautics and Space Administration (NASA) Central Intelligence Agency (CIA) Berlin Wall Cuban Missile Crisis Assassination Domino Theory War Powers Act			
Unit 9.1: The Civil Rights Movement	Essential Questions: Can “separate” ever be “equal”? To what extent should people fight for their rights? Vocabulary: Civil Rights Civil Disobedience Integration Segregation Boycott	stations jigsaw presentation to peers gallery walk-making observations compare and contrast with current social movements	End of Year Assessment: End of unit quiz Mid Unit Assessment: Video analysis	3 weeks

	Sit-In Social Movement Civil Rights Act-1964 Desegregation Brown V. Board of Education			
Unit 9.2: End of year project (when time allows in the school year) 8.8c Pollution and population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment. 8.8b The post-World War II United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity. 8.9e Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society. 8.9b The Civil Rights Movement prompted renewed efforts for equality by women and other groups.	Essential Question: What makes an American? Does the government represent us all equally? How has the past shaped our future? Vocabulary: LGBTQ baby boom social security health care urbanization suburbanization deforestation climate change immigration NAFTA United Nations population pollution greenhouse gasses sustainable Love Canal terrorism Children's March	Research Informational essay writing Slideshow, infographic creation, website creation....(choice assessment) for presenting information to the class Cause and Effect Compare and Contrast Turning Point	End of Unit Assessment: Project essay and Presentation	2-3 weeks
Midterm Exam (January) and Final Exam (May-June)	Mid Year Assessment: Including vocabulary from		-Stimulus-Based Multiple Choice Question Sets	Full Class Period Tests

	September-June Year End Assessment: Including most vocabulary words		-Short Essay Questions -Enduring Issue or Civic Literacy Documents and Essay Analysis	
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Priority Standards – 8th Grade Social Studies

<u>Indicator</u>	<u>Description</u>
EV-8-2	Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
EV-8-3	Analyze evidence in terms of historical and/or social context, content, authorship, point of view, purpose, and format; identify bias; explain the role of bias, context and audience in presenting arguments or evidence.
EV-8-5	Make inferences and draw conclusions from evidence.
CRC-8-3	Identify causes and effects, using examples from current events, grade-level content, and historical events.
CRC-8-4	Identify, analyze, and evaluate the relationship between multiple causes and effects.
CRC-8-5	Distinguish between long-term and immediate causes and effects of an event from current events or history.
CC-8-5	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes.
GR-8-1	Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places in early United States history were in relation to each other, to describe connections among places, and to evaluate effectively the benefits of particular places for purposeful activities.
GR-8-3	Identify and analyze how environments affect human activities and how human activities affect physical environments in the United States.
GR-8-4	Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.

Priority Standards – 8th Grade Social Studies- continued

<u>Indicator</u>	<u>Description</u>
ES-8-1	Characterize and analyze changing interconnections between places and regions.
ES-8-6	Explain how government policies affect the economy.
CP-8-1	Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints. Use techniques and strategies to be an active and engaged member of class discussions of fellow classmates' views and statements.
CP-8-3	Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.