

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Chapter 13.4: <i>CA & Utah</i> Quarter: 1st Length (Days): 14	<ul style="list-style-type: none"> ❖ How do new ideas change the way people live? ❖ How did the discovery of gold help California? ❖ Where was gold discovered? ❖ Why did the Mormons settle in Utah? 	ILS: SS.IS.1.6-8, SS.CV.2.6-8.LC, SS.CV.3.6-8.LC, MdC, MC, SS.G.1.6-8.LC, SS.G.1.6-8.MdC, SS.G.2.6-8.LC, SS.G2.6-8.MC, SS.G.3.6-8.LC, SS.G3.6-8.MdC, SS.G.4.6-8.MdC, SS.EC.1.6-8.MdC, SS.EC.1.6-8.MC, SS.H.1.6-8.LC, SS.H.4.6-8.LC Illinois Requirements: Asian American History, Native American History, Mexican American History, Immigration	Formative: <ul style="list-style-type: none"> ➢ KW chart ➢ Discussion ➢ In-class assignment ➢ Guided reading ➢ Vocabulary Summative: <ul style="list-style-type: none"> ➢ Test 	<ul style="list-style-type: none"> ➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Guided Reading ➢ Vocabulary 	<ul style="list-style-type: none"> ➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource ➢ Students of History program.
Name: <i>Sept. 11th Tragedy</i> Quarter: 1st Length (Days): 6	<ul style="list-style-type: none"> ❖ What impact has 9/11 had on our society? 	ILS: SS.IS.1.6-8, SS.IS.2.6-8, SS.IS.3.6-8, SS.H.1.6-8.MdC, SS.H.1.6-8.MC, SS.H.2.6-8.MC, SS.H.1.6-8.MdC	Formative: <ul style="list-style-type: none"> ➢ Discussion ➢ KWL chart. Summative: <ul style="list-style-type: none"> ➢ Hero writing assignment. 	<ul style="list-style-type: none"> ➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Peer teaching ➢ YouTube clip on 9/11. ➢ Film "The World Trade" 	<ul style="list-style-type: none"> ➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource ➢ World Trade Center Movie
Name: <i>Constitution Day</i> Quarter: 1st Length (Days): 2	<ul style="list-style-type: none"> ❖ Who was the father of the constitution? ❖ What did the constitution do for our nation? 	ILS: SS.CV.1.6-8.MdC, SS.CV.1.6-8.MC, SS.CV.2.6-8.LC, SS.CV.2.6-8.MdC, SS.CV.4.6-8.MdC, SS.CV.6.6-8.LC Illinois Requirements:	Formative: <ul style="list-style-type: none"> ➢ Completion of an online PBS worksheet 	<ul style="list-style-type: none"> ➢ https://www.pbs.org/video/constitution-us-a-peter-sagal-big-bang-theory/ ➢ https://www.pbs.org/video/constitution-us-a-peter-sagal-philadelphia-and-constitution-al-convention/ 	<ul style="list-style-type: none"> ➢ Computer ➢ TV

		Civics Civics, Constitution Day		➢ https://www.pbs.org/newshour/show/broadway-play-reexamines-the-u-s-constitution	
Name: Chapter 14.1: <i>Industrial North</i> Quarter: 1st Length (Days): 7	❖ How did technology and industry change during the 1800s? ❖ What changes made agriculture more profitable in the 1830s? ❖ How have Unions changed working conditions today compared to the past?	ILS: SS.IS.1.6-8, SS.IS.2.6-8, SS.CV.6.6-8.LC, SS.G.1.6-8.LC, SS.G2.6-8.MC, SS.G.4.6-8.LC, SS.EC.1.6-8.LC, SS.EC.1.6-8.MdC, SS.EC.FL.1.6-8.LC, SS.H.1.6-8.MdC, SS.H.2.6-8.LC, SS.H.2.6-8.MdC, SS.H.4.6-8.MC Illinois Requirements: Labor Unions	Formative: ➢ Vocabulary ➢ Discussion ➢ Guided reading ➢ Mapping activity Summative: ➢ Test	➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Peer teaching ➢ Small group work	➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource
Name: Chapter 14.4: <i>People of the South</i> Quarter: 1st Length (Days): 11	❖ How were Southern farms different from Southern plantations? ❖ How did enslaved African Americans try to cope with their lack of freedom? ❖ What changes did urbanization introduce in the South by the mid-1800s?	ILS: SS.IS.1.6-8, SS.IS.2.6-8, SS.CV.6.6-8.LC, SS.G.1.6-8.LC, SS.G2.6-8.MC, SS.G.4.6-8.LC, SS.EC.1.6-8.LC, SS.EC.1.6-8.MdC, SS.EC.FL.1.6-8.LC, SS.H.1.6-8.MdC, SS.H.2.6-8.LC, SS.H.2.6-8.MdC, SS.H.4.6-8.MC Illinois Requirements: Black History	Formative: ➢ Vocabulary ➢ Discussion ➢ Guided reading Summative: ➢ Test	➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Peer teaching	➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Chapter 15.2 & 15.3: <i>Abolitionists & Women's Movement</i> Quarter: 1st Length (Days): 14	<ul style="list-style-type: none"> ➢ What success did the abolition movement have in the early 1800's? ➢ What is the underground railroad and who were some of the important conductors? ➢ How are the abolition & women's rights movements similar/different to civil rights movements of today? (LGBTQ) 	ILS: SS.IS.1.6-8, SS.IS.2.6-8, SS.IS.8.6-8.LC, SS.CV.2.6-8.LC, SS.CV.1.6-8.MdC, SS.CV.1.6-8.MC, SS.CV.3.6-8.LC, MdC, MC, SS.CV.4.6-8.LC, SS.CV.4.6-8.MdC, SS.CV.4.6-8.MC, SS.CV.6.6-8.MdC, SS.H.1.6-8.MdC, SS.H.2.6-8.LC Illinois Requirements: LGBTQ, Women in History, Black History	Formative: <ul style="list-style-type: none"> ❖ Vocabulary ❖ Discussion ❖ Guided reading ❖ Edpuzzle Summative: <ul style="list-style-type: none"> ❖ Test 	<ul style="list-style-type: none"> ➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Peer teaching ➢ Edpuzzle 	<ul style="list-style-type: none"> ➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource ➢ Edpuzzle
Name: Chapter 16: <i>Toward Civil War</i> Quarter: 2nd Length (Days): 7	<ul style="list-style-type: none"> ➢ Why does conflict develop? ➢ What was the importance of the election of 1860? ➢ What did the attack on Fort Sumter signify? 	ILS: SS.IS.1.6-8, SS.IS.2.6-8, SS.IS.8.6-8.LC, SS.CV.2.6-8.LC, SS.CV.1.6-8.MdC, SS.G.1.6-8.MdC, SS.G2.6-8.MdC, SS.H.1.6-8.MdC, SS.H.2.6-8.LC	Formative: <ul style="list-style-type: none"> ➢ Vocabulary ➢ Discussion ➢ In-class assignment ➢ Peer teaching ➢ Guided reading Summative: <ul style="list-style-type: none"> ➢ Test 	<ul style="list-style-type: none"> ❖ KW chart ❖ Cooperative learning ❖ Group discussions ❖ Peer teaching ❖ Performance activity 	<ul style="list-style-type: none"> ➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource
Name: Chapter 17: <i>The Civil War</i> Quarter: 2nd Length (Days): 17	<ul style="list-style-type: none"> ➢ What were the goals and strategies of the North and the South? ➢ What was war like for the soldiers of the North and the South? ➢ What was the outcome of the 	ILS: SS.IS.1.6-8, SS.IS.2.6-8, SS.IS.3.6-8, SS.IS.4.6-8.MdC, SS.IS.4.6-8.MC, SS.G.1.6-8.MdC, SS.G2.6-8.MdC, SS.H.1.6-8.MdC, SS.H.2.6-8.MC, SS.H.2.6-8.LC, SS.H.3.6-8.MC, SS.H.4.6-8.MC	Formative: <ul style="list-style-type: none"> ➢ Vocabulary ➢ Discussion ➢ In-class assignment ➢ Peer teaching ➢ Guided reading ➢ Vocabulary ➢ The Life of Thomas Garber Summative: <ul style="list-style-type: none"> ➢ Test 	<ul style="list-style-type: none"> ❖ KW chart ❖ Cooperative learning ❖ Group discussions ❖ Peer teaching ❖ Performance activity ❖ Following the "Life of Thomas Garber" 	<ul style="list-style-type: none"> ➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource ➢ Thomas Garber materials ➢

	<p>first major battle of the war?</p> <p>➤ What was the effect of the Emancipation Proclamation?</p>				
Name: 1 st Quarter Accumulative Test Quarter: 2nd Length (Days): 3	<p>➤ Students will demonstrate their ability to recall information from all previous lessons.</p>		<p>Summative:</p> <p>❖ 1st Quarter Accumulative Test</p>	<p>❖ Summative Google Form test.</p>	<p>➤ Computer</p>

Grade Level: 8TH

3rd Quarter

Curriculum Map

Unit	Essential Questions Main Ideas	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Chapter 17.4: The Legacy of the War Quarter: 3rd Length (Days):	<p>❖ Analyze the economic, physical and emotional costs of the Civil War.</p> <p>❖ What is the significance of the 13th Amendment?</p> <p>❖ Describe the events related to Lincoln's assassination.</p>	<p>ILS: SS.IS.1.6-8, SS.CV.2.6-8.LC, SS.CV.3.6-8.LC, MdC, MC, SS.G.1.6-8.LC, SS.G.1.6-8.MdC, SS.G.2.6-8.LC, SS.G2.6-8.MC, SS.G.3.6-8.LC, SS.G3.6-8.MdC, SS.G.4.6-8.MdC, SS.EC.1.6-8.MdC, SS.EC.1.6-8.MC, SS.H.1.6-8.LC, SS.H.4.6-8.LC</p>	<p>Formative:</p> <p>➤ Vocabulary</p> <p>➤ Discussion</p> <p>➤ Guided reading</p> <p>➤ Mapping activity</p> <p>Summative:</p> <p>➤ Test</p>	<p>➤ KW chart</p> <p>➤ Cooperative learning</p> <p>➤ Group discussions</p> <p>➤ Peer teaching</p> <p>➤ Small group work</p>	<p>➤ Computer</p> <p>➤ TV</p> <p>➤ Online textbook</p> <p>➤ Guided reading</p> <p>➤ Youtube resource</p>
Name: Chapter 18.1-18.3: Rebuilding the Union, Reconstruction and daily life, End of Reconstruction	<p>❖ Why was reconstruction needed?</p> <p>❖ What was the difference between reconstruction and radical</p>	<p>ILS: SS.G2.6-8.MC, SS.G.4.6-8.LC, SS.EC.1.6-8.LC, SS.EC.1.6-8.MdC, SS.EC.FL.1.6-8.LC, SS.H.1.6-8.MdC, SS.H.2.6-8.LC,</p>	<p>Formative:</p> <p>➤ Vocabulary</p> <p>➤ Discussion</p> <p>➤ Guided reading</p> <p>➤ Mapping activity</p> <p>Summative:</p>	<p>➤ KW chart</p> <p>➤ Cooperative learning</p> <p>➤ Group discussions</p> <p>➤ Peer teaching</p> <p>➤ Small group work</p>	<p>➤ Computer</p> <p>➤ TV</p> <p>➤ Online textbook</p> <p>➤ Guided reading</p> <p>➤ Youtube resource</p>

Quarter: 3rd Length (Days): 10	<ul style="list-style-type: none"> ❖ reconstruction? ❖ How did the 14th amendment change the country? ❖ What was the response of African Americans to freedom? ❖ What was the impact of the contract system and share cropping? ❖ What was the impact of Grant's election and the passage of the fifteenth amendment? 	Illinois Requirements:	<ul style="list-style-type: none"> ➤ Test 		
Name: Black History Month Quarter: 3 rd Length (Days): 1	<ul style="list-style-type: none"> ❖ Identify and understand the importance of some famous African American people that helped make America. 	Illinois Requirements: Black History	Summative: <ul style="list-style-type: none"> ➤ Project 	<ul style="list-style-type: none"> ➤ Students will research a specific influential Black History month figure. ➤ Facebook template 	<ul style="list-style-type: none"> ➤ Computer ➤ Facebook template
Name: Chapter 20.1 & 20.2: The Growth of Industry & Railroads Transform the Nation Quarter: 3 rd Length (Days): 9	<ul style="list-style-type: none"> ❖ How does the business cycle reflect rapid economic growth? ❖ Describe the growth of electric power and steel. 	ILS: SS.CV.3.6-8.LC, MdC, MC, SS.G.1.6-8.LC, SS.G.1.6-8.MdC, SS.G.2.6-8.LC, SS.G.2.6-8.MC, SS.G.3.6-8.LC,	Formative: <ul style="list-style-type: none"> ➤ Vocabulary ➤ Discussion ➤ Guided reading ➤ Mapping activity Summative: <ul style="list-style-type: none"> ➤ Test 	<ul style="list-style-type: none"> ➤ KW chart ➤ Cooperative learning ➤ Group discussions ➤ Peer teaching ➤ Small group work 	<ul style="list-style-type: none"> ➤ Computer ➤ TV ➤ Online textbook ➤ Guided reading ➤ Youtube resource

	<ul style="list-style-type: none"> ❖ How did inventions change America from 1860-1900? ❖ How was funding acquired for the transcontinental railroad? ❖ How did railroads change America? 				
Name: Chapter 20.3 & 20.4: The Rise of Big Business & Workers Organize Quarter: 3 rd Length (Days): 10	<ul style="list-style-type: none"> ❖ Understand the growth of corporations. ❖ What is a monopoly? ❖ Why did they call this era the Gilded Age? ❖ What two industry changed America and who led them? ❖ What were the working conditions that led to the formation of unions? ❖ What were some of the positive and negatives of unions? 	ILS: SS.IS.1.6-8, SS.CV.2.6-8.LC, SS.CV.3.6-8.LC, MdC, MC, SS.G.1.6-8.LC, SS.G.1.6-8.MdC, SS.G.2.6-8.LC, SS.G2.6-8.MC, SS.G.3.6-8.LC, SS.G3.6-8.MdC, SS.G.4.6-8.MdC, SS.EC.1.6-8.MdC Illinois Requirements: Labor Unions	Formative: <ul style="list-style-type: none"> ➤ Quiz, discussion, section assessments, video assignments Summative: Test	<ul style="list-style-type: none"> ➤ Cooperative learning, group discussions, PowerPoint notes, video assignment, peer teaching, gilding a rock 	Computer projector, Video: "The Rockefellers", Video: "Andrew Carnegie: Prince of Steel", PowerPoint, text, rock & gold leaf

Grade Level: 8TH

4th Quarter Curriculum Map

Unit	Essential Questions Main Ideas	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: Women's History Month Project Quarter: 4th Length (Days): 5	<ul style="list-style-type: none">❖ Students researched and educated themselves about famous women in history.❖ Students presented their information to the class.	Illinois Requirements: Women's History	Summative: ➢ Project	➢ Cooperative learning ➢ Group discussions	➢ Computer
Name: Illinois Constitution & US Constitution Quarter: 4th Length: 10 days	<ul style="list-style-type: none">❖ How is state government similar & different from federal government?❖ What is the job of our state and local governments ?❖ How are laws made within the state of Illinois?❖ Understand the branches of government?❖ How are laws made?❖ What are the qualifications and process to become president?	ILS: SS.CV.1.6-8.MC, SS.CV.2.6-8.MdC, SS.CV.1.6-8.MC, SS.CV.2.6-8.LC, SS.CV.2.6-8.MdC, SS.CV.4.6-8.MdC, SS.CV.5.6-8.MdC, SS.CV.6.6-8.LC SS.CV.4.4 SS.CV.2.5 Illinois Requirements: Civics	Formative: ➢ Worksheets ➢ Group assignment ➢ Debates Summative: ➢ US Constitution Test ➢ Illinois Constitution test	➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Peer teaching ➢ Election process Video ➢ Winning the Election game.	➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource ➢ Online game

	<ul style="list-style-type: none"> ❖ What are checks & balances and why were they put in place? 				
Name: Chapter 24.1-24.3: <i>World War I: War Breaks Out in Europe, World War I</i> Quarter: 4 Length (Days): 7	<ul style="list-style-type: none"> ❖ To identify the causes of World War I. ❖ To describe the stalemate in the trenches and the new technology used in the conflict. ❖ To explain why the US decided to join the Allies. ❖ To describe how the Russian Revolution affected the war effort. 	ILS: SS.G.1.6-8.MdC, SS.G.2.6-8.MC, SS.G.4.6-8.MC SS.H.1.6-8.MC SS.H.2.6-8.MC SS.H.3.6-8.MdC	Formative: <ul style="list-style-type: none"> ➢ Vocabulary ➢ Discussion ➢ Guided reading ➢ Mapping activity Summative: <ul style="list-style-type: none"> ➢ Test 	<ul style="list-style-type: none"> ➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Peer teaching ➢ Small group work 	<ul style="list-style-type: none"> ➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource
Name: Chapter 27.1-27.3: <i>World War II; Steps to the War, War in the Pacific</i> Quarter: 4 Length (Days): 10	<ul style="list-style-type: none"> ❖ Study the effects of the Great Depression had on the lead up to WWII. ❖ To understand the rise of dictators before World War I. ❖ To identify how dictators expanded their territories. ❖ To describe how Germany began World War I. ❖ To explain how the US helped 	ILS: SS.IS.1.6-8, SS.IS.2.6-8, SS.CV.6.6-8.LC, SS.G.1.6-8.LC, SS.G2.6-8.MC, SS.G.4.6-8.LC, SS.EC.1.6-8.LC, SS.EC.1.6-8.MdC, SS.EC.FL.1.6-8.LC, SS.H.1.6-8.MdC, SS.H.2.6-8.LC, SS.H.2.6-8.MdC, SS.H.4.6-8.MC	Formative: <ul style="list-style-type: none"> ➢ Vocabulary ➢ Discussion ➢ Guided reading ➢ Mapping activity Summative: <ul style="list-style-type: none"> ➢ Test 	<ul style="list-style-type: none"> ➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Peer teaching ➢ Small group work 	<ul style="list-style-type: none"> ➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading ➢ Youtube resource

	the Allies and why it entered the war.				
Name: <i>Chapter 27: World War II: World War II Projects</i> Quarter: 4 Length (Days): 12	<ul style="list-style-type: none"> ❖ Students researched and educated World War II topics. ❖ Students presented their information/I Movies/Google presentation to the class. <p>ILS: SS.IS.1.6-8, SS.IS.2.6-8, SS.CV.6.6-8.LC, SS.G.1.6-8.LC, SS.G2.6-8.MC, SS.G.4.6-8.LC, SS.EC.1.6-8.LC, SS.EC.1.6-8.MdC, SS.EC.FL.1.6-8.LC, SS.H.1.6-8.MdC, SS.H.2.6-8.LC, SS.H.2.6-8.MdC, SS.H.4.6-8.MC SS.CV.3.4</p> <p>Illinois Requirements: Holocaust History</p>	<p>Formative:</p> <ul style="list-style-type: none"> ➢ Vocabulary ➢ Discussion ➢ Guided reading <p>Summative:</p> <ul style="list-style-type: none"> ➢ Test 	<ul style="list-style-type: none"> ➢ KW chart ➢ Cooperative learning ➢ Group discussions ➢ Peer teaching 	<ul style="list-style-type: none"> ➢ Computer ➢ TV ➢ Online textbook ➢ Guided reading 	