

Course Name: *Mid-Late US Social Studies*

Grade Level: 8TH

1st Quarter

Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<p>Name: Chapter 13.4: <i>CA & Utah</i> Quarter: 1st Length (Days): 14</p>	<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? 	<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.G.2.6-8.MC, SS.G.3.6-8.LC, SS.G.3.6-8.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>Illinois Requirements: Asian American History, Native American History, Mexican American History, Immigration</p>	<p>Formative:</p> <ul style="list-style-type: none"> ➤ KW chart ➤ Discussion ➤ In-class assignment ➤ Guided reading ➤ Vocabulary <p>Summative:</p> <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.
<p>Name: <i>Sept. 11th Tragedy</i> Quarter: 1st Length (Days): 6</p>	<ul style="list-style-type: none"> ❖ What impact has 9/11 had on our society? 	<p>ILS: <i>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</i></p>	<p>Formative:</p> <ul style="list-style-type: none"> ➤ Discussion ➤ KWL chart. <p>Summative:</p> <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
<p>Name: <i>Constitution Day</i> Quarter: 1st Length (Days): 2</p>	<ul style="list-style-type: none"> ❖ Who was the father of the constitution? ❖ What did the constitution do for our nation? 	<p>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</p> <p>Illinois Requirements:</p>	<p>Formative:</p> <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-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	<ul style="list-style-type: none"> ❖ 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.G.2.6-8.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: <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 14.4: <i>People of the South</i> Quarter: 1st Length (Days): 11	<ul style="list-style-type: none"> ❖ 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.G.2.6-8.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: <ul style="list-style-type: none"> ➤ Vocabulary ➤ Discussion ➤ Guided reading Summative: <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

Grade Level: 8TH2nd Quarter **Curriculum Map**

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
Name: <i>Chapter 15.2 & 15.3: Abolitionists & Women's Movement</i> Quarter: 2nd 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: <i>Chapter 16: 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.G.2.6-8.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 ➤ 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: <i>Chapter 17: 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.G.2.6-8.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 ➤ 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> <ul style="list-style-type: none"> ❖ What was the effect of the Emancipation Proclamation? 				
<p>Name: 1st Quarter Accumulative Test Quarter: 2nd Length (Days): 3</p>	<ul style="list-style-type: none"> ❖ Students will demonstrate their ability to recall information from all previous lessons. 		<p>Summative:</p> <ul style="list-style-type: none"> ➤ 1st Quarter Accumulative Test 	<ul style="list-style-type: none"> ➤ Summative Google Form test. 	<ul style="list-style-type: none"> ➤ Computer

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3rd Quarter

Curriculum Map

Unit	Essential Questions Main Ideas	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
<p>Name: Chapter 17.4: <i>The Legacy of the War</i> Quarter: 3rd Length (Days):</p>	<ul style="list-style-type: none"> ❖ Analyze the economic, physical and emotional costs of the Civil War. ❖ What is the significance of the 13th Amendment? ❖ Describe the events related to Lincoln's assassination. 	<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.G.2.6-8.MC, SS.G.3.6-8.LC, SS.G.3.6-8.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> <ul style="list-style-type: none"> ➤ Vocabulary ➤ Discussion ➤ Guided reading ➤ Mapping activity <p>Summative:</p> <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
<p>Name: Chapter 18.1-18.3: <i>Rebuilding the Union, Reconstruction and daily life, End of Reconstruction</i> Quarter: 3rd</p>	<ul style="list-style-type: none"> ❖ Why was reconstruction needed? ❖ What was the difference between reconstruction and radical 	<p>ILS: SS.G.2.6-8.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> <ul style="list-style-type: none"> ➤ Vocabulary ➤ Discussion ➤ Guided reading ➤ Mapping activity <p>Summative:</p> <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

<p>Length (Days): 10</p>	<p>reconstruction?</p> <ul style="list-style-type: none"> ❖ 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? 				
<p>Name: <i>Black History Month</i> Quarter: 3rd Length (Days): 1</p>	<ul style="list-style-type: none"> ❖ Identify understand the importance of some famous African American people that helped make America. ❖ 	<p>Illinois Requirements: Black History</p>	<p>Summative:</p> <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
<p>Name: <i>Chapter 20.1 & 20.2: The Growth of Industry & Railroads Transform the Nation</i> Quarter: 3rd Length (Days): 9</p>	<ul style="list-style-type: none"> ❖ How does the business cycle reflect rapid economic growth? ❖ Describe the growth of electric-power and steel. 	<p>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,</p>	<p>Formative:</p> <ul style="list-style-type: none"> ➤ Vocabulary ➤ Discussion ➤ Guided reading ➤ Mapping activity <p>Summative:</p> <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? 				
<p>Name: Chapter 20.3 & 20.4: <i>The Rise of Big Business & Workers Organize</i></p> <p>Quarter: 3rd</p> <p>Length (Days): 10</p>	<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? 	<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.G.2.6-8.MC, SS.G.3.6-8.LC, SS.G.3.6-8.MdC, SS.G.4.6-8.MdC, SS.EC.1.6-8.MdC</p> <p>Illinois Requirements: Labor Unions</p>	<p>Formative:</p> <ul style="list-style-type: none"> ➤ Quiz, discussion, section assessments, video assignments <p>Summative: Test</p>	<ul style="list-style-type: none"> ➤ Cooperative learning, group discussions, PowerPoint notes, video assignment, peer teaching, gilding a rock 	<p>Computer projector, Video: "The Rockefellers", Video: "Andrew Carnegie: Prince of Steel", PowerPoint, text, rock & gold leaf</p>

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4th Quarter **Curriculum Map**

Unit	Essential Questions Main Ideas	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology
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<p>Name: <i>Women's History Month Project</i> Quarter: 4th Length (Days): 5</p>	<ul style="list-style-type: none"> ❖ Students researched and educated themselves about famous women in history. ❖ Students presented their information to the class. 	<p>Illinois Requirements: Women's History</p>	<p>Summative:</p> <ul style="list-style-type: none"> ➤ Project 	<ul style="list-style-type: none"> ➤ Cooperative learning ➤ Group discussions 	<ul style="list-style-type: none"> ➤ Computer
<p>Name: <i>Illinois Constitution & US Constitution</i> Quarter: 4th Length: 10 days</p>	<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? ❖ What are checks & balances and why were they put in place? 	<p>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</p> <p>Illinois Requirements: Civics</p>	<p>Formative:</p> <ul style="list-style-type: none"> ➤ Worksheets ➤ Group assignment ➤ Debates <p>Summative:</p> <ul style="list-style-type: none"> ➤ US Constitution Test ➤ Illinois Constitution test 	<ul style="list-style-type: none"> ➤ KW chart ➤ Cooperative learning ➤ Group discussions ➤ Peer teaching ➤ Election process Video ➤ Winning the Election game. 	<ul style="list-style-type: none"> ➤ Computer ➤ TV ➤ Online textbook ➤ Guided reading ➤ Youtube resource ➤ Online game
<p>Name: <i>Chapter 24.1-24.3: World</i></p>	<ul style="list-style-type: none"> ❖ To identify the causes of World War I. 	<p>ILS: SS.G.1.6-8.MdC, SS.G.2.6-8.MC,</p>	<p>Formative:</p> <ul style="list-style-type: none"> ➤ Vocabulary ➤ Discussion 	<ul style="list-style-type: none"> ➤ KW chart ➤ Cooperative learning 	<ul style="list-style-type: none"> ➤ Computer ➤ TV ➤ Online textbook

<p><i>War I: War Breaks Out in Europe, World War I</i> Quarter: 4th Length (Days): 7</p>	<ul style="list-style-type: none"> ❖ 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. 	<p>SS.G.4.6-8.MC SS.H.1.6-8.MC SS.H.2.6-8.MC SS.H.3.6-8.MdC</p>	<ul style="list-style-type: none"> ➤ Guided reading ➤ Mapping activity <p>Summative:</p> <ul style="list-style-type: none"> ➤ Test 	<ul style="list-style-type: none"> ➤ Group discussions ➤ Peer teaching ➤ Small group work 	<ul style="list-style-type: none"> ➤ Guided reading ➤ Youtube resource
<p>Name: <i>Chapter 27.1-27.3: World War II; Steps to the War, War in the Pacific</i> Quarter: 4th Length (Days): 10</p>	<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 the Allies and why it entered the war. 	<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.G.2.6-8.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</p> <p>Illinois Requirements: Great Depression, Asian American History, Holocaust</p>	<p>Formative:</p> <ul style="list-style-type: none"> ➤ Vocabulary ➤ Discussion ➤ Guided reading ➤ Mapping activity <p>Summative:</p> <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
<p>Name: <i>Chapter 27: World War II: World War II Projects</i> Quarter: 4th</p>	<ul style="list-style-type: none"> ❖ Students researched and educated World War II topics. 	<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.G.2.6-8.MC, SS.G.4.6-8.LC,</p>	<p>Formative:</p> <p>Summative:</p> <ul style="list-style-type: none"> ➤ Project 	<ul style="list-style-type: none"> ➤ Peer editing ➤ Cooperative learning ➤ Group discussions ➤ Peer teaching 	<ul style="list-style-type: none"> ➤ Computer ➤ TV

Length (Days): 12	❖ Students presented their information/I Movies/Google presentation to the class.	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 Illinois Requirements: Holocaust History			
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