**8th Grade Curriculum Map**

**Social Studies**

**Mr. Cota**

Year Overview

 Unit 1 – Civil War and Reconstruction

 Unit 2 – American Expansion

 Settling the West

 Age of Imperialism

 Unit 3 – Industrialization

 Inventions and Big Business

 Immigration, Labor, Urbanization

 Progressive Movement

 Unit 4 – World War I

 Unit 5 – Between the Wars

 Roaring 20’s

 Great Depression

 Unit 6 – World War II

 Unit 7 – Post WWII America

 Cold War

 Civil Rights Movement

**Unit 1 – Civil War and Reconstruction – August/September**

 This unit will focus on the long-term and sort-term causes of the American Civil War. Students will focus on the slavery issue, development of sectionalism and political issues like such as State’s rights vs. Federal rights. We will spend a limited time discussing the reasons for the North’s victory. The rest of the unit will be focused on the political, economic and social Reconstruction of the Union after the war.

Standards Addressed:

* + Standard 1 : History of the New York State and the United States
	+ Standard 3 : Geography
	+ Standard 4 : Economics
	+ Standard 5 : Civics, Citizenship and Government

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| Key Ideas | Essential Qs.  | Vocab | Assessments  |
| Causes of Civil War* Slavery
* Sectionalism
* State’s Rights vs. Federal Rights
 | * Why were slaves so important to South’s economy?
* How did Northern abolitionist views develop?
* What other sectional differences existed?
 | * Sectionalism
* Abolition
* Compromise
* Secede
* Tariff
 | * Daily Do NOW
* Homework
* Quiz #1
 |
| Reconstruction* Political
* Economic
* Social
 | * How were Southern states admitted back into Union?
* How did South’s economy change and recover?
* How did the rights of freed blacks change?
 | * Segregation
* Carpetbagger
* Sharecropper
* Amnesty
* Scalawag
 | * Daily DO NOWS
* Homework
* Project # 1
* Test # 1
 |

Technology Used: Modifications:

* Movie clips from “Glory ” - 1 Less Question on Activities and Quizzes
* History Alive Transparencies - Extended time on all assessments.

 Extension Activity: Interdisciplinary Skills

- Debate “North vs. South” ELA – Reading/Listening Comprehension

 Math – Graph analysis

**Unit 2 – American Expansion – October/November**

 This unit will focus on the tremendous growth of the United States between 1830-1910. Students will first study the concept of Manifest Destiny and the spread of the United States across the North American continent. We will then extend our study to the increase of American influence in other parts of the world, particularly Latin America and Asia. We will also examine the impact that this expansion had on Native cultures, including Native Americans.

Standards Addressed:

* + Standard 1 : History of the New York and the United States
	+ Standard 2 : World History
	+ Standard 3 : Geography
	+ Standard 4 : Economics
	+ Standard 5 : Civics, Citizenship and Government

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| Key Ideas | Essential Qs.  | Vocab | Assessments  |
| Settling the West* Groups of settlers
* Lifestyle of Settlers
* Impact on Native Americans
 | * What groups of Americans made the journey west?
* Why did these groups of settlers make the journey west?
* How did these settlers impact the lifestyle of Native Americans?
 | * Lode
* Reservation
* Homesteader
* Vaquero
* Travois
 | * Daily DO NOWS
* Homeworks
* Quiz # 2
 |
| Imperialism* Causes of Imperialism
* Areas under American

Influence* Impact on natives
* America’s role in World affairs
 | * Why did America need to expand overseas?
* What policies did America use?
* What affect did this have on native cultures?
* How did this impact America’s role in the world?
 | * Annex
* Imperialism
* Isolation
* Corollary
* Exploit
 | * Daily DO NOWS
* Homeworks
* Project # 2
* 1st Quarter Assessment
 |

Technology Used: Modifications:

* Movie clips from “Dances with Wolves” - 1 Less Question on Activities and Quizzes
* History Alive Transparencies - Extended time on all assessments.

 Extension Activity: Interdisciplinary Skills

Role Playing – Being a ELA – Reading/Listening Comprehension

 Native/American citizen Art – Native American Culture

 Science – Steam Engine/Railroad

**Unit 3 – Industrialization of the United States-November/December**

 For our largest unit of the year we will begin with our chapter on big business. We will focus on inventions, business leaders and the rise of monopolies. We will then focus on immigrants and their contributions to the Industrialization period. We will study their reasons for coming to America and their efforts to assimilate to American culture. Our discussions will continue to the trend of urbanization and the significant changes this brought about in America. Our last chapter in this unit will be the Progressive Era, when Americans convinced each other and the government to reform serious problems developing in America.

Standards Addressed:

* + Standard 1 : History of the USA and New York
	+ Standard 2 : World History
	+ Standard 3 : Geography
	+ Standard 4 : Economics
	+ Standard 5 : Civics, Citizenship and Government

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| Key Ideas | Essential Qs.  | Vocab | Assessments  |
| Big Business* Inventions
* Corporations
* Stocks
* Captains of Industry
* Monopolies
 | * How did inventions promote business growth?
* How/Why do corporations form?
* Why are stocks bought and sold?
* What are Captains of Industries/Robber

Barons? | * Industry
* Stock
* Technology
* Capitalism
* Monopoly
 | * Daily Activities
* Homeworks
* Quiz # 1
* Project # 1
 |
| Immigration and Labor* “Old”/”New”
* “Push”/Pull”
* Urbanization
* Working Conditions
* Labor Unions
 | * What were the 2 major immigrant groups?
* Why did Immigrants leave Europe? Come to USA?
* What problems were caused by urbanization?
* What were examples of dangerous working conditions?
* Why did Labor unions develop?
 | * Assimilate
* Pogrom
* Emigrate
* Nativism
* Quota
 | * Daily Activities
* Homeworks
* Ethnicity Graph
* Quiz # 2
 |

**Unit 3 Continued**

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| --- | --- | --- | --- |
| Progressive Era* Problems

-Political-Economic-Social* Reforms

-Political-Economic-Social | * How did business/industry cause corruption in government?
* How did disparity of wealth develop?
* How was American society damaged by industrial growth?
* How did muckrakers expose America’s problems?
* How did reformers try to fix America’s problems?
 | * Corruption
* Muckraker
* Reformer
* Suffrage
* Progressive
 | * Daily Activities
* Homeworks
* Test # 1
 |

Technology Used: Modifications:

* Movie clips from “There Will Blood” - 1 Less Question on Activities and Quizzes
* History Alive Transparencies - Extended time on all assessments.

Extension Activity Interdisciplinary Skills

 - Create you OWN Businesses ELA – Reading/Listening Comprehension

 Math – Graph Analysis

 Science – Electricity/Inventions

**Unit 4 - World War I – January**

 This unit of study will focus on the outbreak of World War I, The involvement of the United States in this war and the effect World War I had on the United States and the world. We will focus on the causes of the war, the choice for the USA to be involved in the war and how the USA helped the Allies achieve victory. We will also study the changes and sacrifices made by the American people to help support the war effort.

Standards Addressed:

* + Standard 1 : History of the New York and the United States
	+ Standard 2 : World History
	+ Standard 3 : Geography
	+ Standard 4 : Economics
	+ Standard 5 : Civics, Citizenship and Government

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| --- | --- | --- | --- |
| Key Ideas | Essential Qs.  | Vocab | Assessments  |
| Early Stages of World War I* Causes of WWI
* Militarism
* Alliances
* Imperialism
* Nationalism
* Military Strategy
* US Isolation
 | * How did WWI start?
* How did trench warfare create a stalemate?
* Why did the USA NOT want to be involved?
* Why did Russia drop out of the war?

  | * Alliance
* Neutrality
* Nationalism
* Stalemate
* Propaganda
 | * Daily Activities
* Homeworks
* Quiz # 1
* Project # 2
 |
| USA’s involvement in WWI* Causes
* Lusitania/subs
* Propaganda
* Zimmerman
* Telegram
* Military
* Mobilization
* Victory
* Civilians
* Rationing
* Victory Gardens
* Espionage Act
* Effects
* League of Nations
* America’s role in the world

  | * Why did the USA decide to enter How did WWI start?
* Why did the USA decide to enter WWI?
* How did the USA prepare to fight WWI?
* How were the Allies able to achieve victory?
* How were American citizens affected by WWI?
* How did WWI change America’s role in the world?
 | * Kaiser
* Armistice
* Rationing
* Espionage
* Mobilization
 | * Daily Activities
* Homeworks
* Midterm Exam
 |

Technology Used: Modifications:

* Movie clips from “All Quiet on the Western Front” - 1 Less Question on Activities and Quizzes
* History Alive Transparencies - Extended time on all assessments.

Interdisciplinary Skills

 ELA – Reading/Listening Comprehension

 Math – Statistics/Chart Analysis

 Science – Weapons Technology

**Unit 5 – America Between the World Wars – February/March**

 Next we will study the transitional periods between World War I and World War II. In the Roaring 20’s, we see the tremendous growth of the American consumer economy. Social changes such as fads, spectator sports and the Harlem Renaissance are also studied. Then we will focus on the Great Depression. The class will study the stock market crash, the effects of the Depression and, of course, the New Deal.

Standards Addressed:

* + Standard 1 : History of the New York and the United States
	+ Standard 2 : World History
	+ Standard 3 : Geography
	+ Standard 4 : Economics
	+ Standard 5 : Civics, Citizenship and Government

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| --- | --- | --- | --- |
| Key Ideas | Essential Qs.  | Vocab | Assessments  |
| The Roaring 20’s* Return to Normalcy
* Teapot Dome
* Consumer Economy
* Automobile Boom
* Buying Stock ‘on margin’
* Harlem Renaissance
* Flappers
* Prohibition
 | * Why was it important for the USA to return to normal after WWI?
* How did Consumer economy change American business?
* How did automobile boom change American society?
* How did Buying stock ‘on margin’ impact economy?
* How did jazz/flappers represent change in society?
 | * Flappers
* Normalcy
* “on margin”
* Speakeasies
* Fads
 | * Daily Activities
* Homeworks
* Quiz # 1
* Project # 1
 |
| The Great Depression* Stock Market Crash
* Downward Spiral
* Hoovervilles
* New Deal
* Relief
* Recovery
* Reform
 | * What were some long-term causes of the Great Depression?
* How did the stock market crash of 1929 cause the ‘Downward Spiral’?
* How were the American people affected by the Depression?
* How did FDR’s New Deal try to fix the Great Depression?
* How was the USA changed by the New Deal?
 | * Overproduction
* Hooverville
* Socialism
* Welfare
* Bankrupt
 | * Daily Activities
* Homework
* Quiz # 2
* Test # 1
* Project # 2
 |

**Unit 5 Continued**

Technology Used: Modifications:

* Movie clips from “The Great Gatsby” - 1 Less Question on Activities and Quizzes

And “Cinderella Man” - Extended time on all assessments.

* History Alive Transparencies

 Interdisciplinary Skills

 ELA – Reading/Listening Comprehension

 Math – Graph Analysis

 Science – Weather and the Dust Bowl

 Art – Harlem Renaissance**Unit 6 – World War II – March/April**

 In this unit, we will focus on American involvement in World War II. We will study the causes of the war, its development between 1939 and 1941 and the impact the war had on America. We will focus most of our time on why America joins the war and how the USA helps the Allies achieve victory. Our last chapter will deal with the sacrifices the American people made at home to support the war effort as well as Japanese internment camps. We will conclude with a brief overview of the effects of World War II on the USA and the world.

Standards Addressed:

* + Standard 1 : History of the New York and the United States
	+ Standard 2 : World History
	+ Standard 3 : Geography
	+ Standard 4 : Economics
	+ Standard 5 : Civics, Citizenship and Government

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| --- | --- | --- | --- |
| Key Ideas | Essential Qs.  | Vocab | Assessments  |
| World War II* Rise of Totalitarian gov’t
* Axis aggression
* Pearl Harbor
* Allied victories
* Europe
* Pacific
* American sacrifice
* At home
* Atomic bomb
* Holocaust
* Japanese
* Internment Camp
* Effects of WWII
 | * How did WWI lead to WWII?
* Why did Axis powers expand their Empire?
* Why did the Japanese attack Pearl Harbor?
* How did the Allies win WWII?
* How did the American people contribute to the war effort?
* Why did the USA drop the atomic bomb?
* How did the USA react to the Holocaust?
* Why did the USA put Japanese-American citizens in camps?
* How was the world changed by WWII?
 | * Totalitarian
* Nazism
* Fascism
* Communism
* Rationing
* Amphibious
* Atomic
* Kamikaze
* Internment
* Genocide
 | * Daily Activities
* Homeworks
* Quiz # 3
* 3rd Quarter Assessments
* Project # 3
 |

Technology Used: Modifications:

* Movie clips from “Swing Kids” - 1 Less Question on Do Nows and Quizzes

and “Thin Red Line” - Extended time on all assessments.

* History Alive Transparencies

Extension Activity Interdisciplinary Skills

 Field Trip to Intrepid Museum ELA – Reading/Listening Comprehension**Unit 7 – Post WWII America – April/May/June**

 We will conclude the year with our last 2 major chapters, The Cold War and the Civil Rights Movement. For the Cold War we will introduce ourselves to the basic ideas and beliefs of Communism and the Soviet Union. We will analyze the early examples of the Truman Doctrine in Europe and then we will study wars of containment in Korea and Vietnam. Our chapter also takes us to Cuba and eventually concludes with the easing of tensions and eventual end of the Cold War.

 Our last chapter of the year is the Civil Rights Movement of the 1950’s and 60’s. We will introduce ourselves to important leaders like Medgar Evers, Martin Luther King Jr. and Malcolm X. We will discuss efforts by these leaders and other groups to convince the Federal Government to pass Civil Rights legislation. Our chapter finishes with a brief connection between the Civil Rights Movement and the Counterculture Movement of the 1960’s.

Standards Addressed:

* + Standard 1 : History of the New York and the United States
	+ Standard 2 : World History
	+ Standard 3 : Geography
	+ Standard 4 : Economics
	+ Standard 5 : Civics, Citizenship and Government

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| --- | --- | --- | --- |
| Key Ideas | Essential Qs.  | Vocab | Assessments  |
| Cold War* Post WWII
* Containment
* Proxy Wars
* Détente
* End
 | * How was Europe split after WWII?
* How did President Truman enforce a Policy of Containment?
* Why did the USA fight wars in Korea and Vietnam?
* How did USA react to Communism in Cuba?
* How did Cold War tensions ease in the 1970’s?
* How did the USA “win” The Cold War?
 | * Détente
* Perestroika
* Containment
* Proxy
* “Iron Curtain”
 | * Daily Activities
* Homeworks
* Quiz # 1
* Test # 1
* Project # 1
 |
| Civil Rights Movement* Segregation
* Jim Crow
* Leadership
* Protests
* Civil Rights
* Legislation
* Counterculture
 | * How was Southern Society segregated in the early 20th Century?
* How did Civil Rights Leaders impact the Movement?
* How did Civil Rights Protests achieve Political/social goals?
* How did Civil Rights Legislation support The Movement?
* How did the Counterculture contribute to the Movement?
 | * Integration
* Counterculture
* Sit-in
* Boycott
* Pacifism
 | * Daily Activites
* Homeworks
* Final Exam
* Project # 2
 |

Technology Used: Modifications:

* Movie clips from “Mississippi Burning” - 1 Less Question on Activities and Quizzes
* History Alive Transparencies - Extended time on all assessments.

Interdisciplinary Skills

 ELA – Reading/Listening Comprehension

 Math – Graph Analysis

 Science – Space Race