



September: The Civil War and Reconstruction

Standards:

New York State:

1. *History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
 - 1.1.1 explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans.
 - 1.2.2 investigate key turning points in New York State and United States history and explain why these events or developments are significant.
 - 1.3.3 describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents.
 - 1.4.2 understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.

3. *Geography-* Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
PERFORMANCE INDICATOR(S)-
 - 3.1.4 describe the relationship between people and environments and the connections between people and places.

5. *Civics, Citizenship, and Government -* Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
PERFORMANCE INDICATOR(S)-
 - 5.1.1 analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs.
 - 5.2.4 define federalism and describe the powers granted the national and state governments by the United States Constitution.
 - 5.3.1 explain what citizenship means in a democratic society, how citizenship is defined in the Constitution and other laws of the land, and how the definition of citizenship has changed in the United States and in New York State over time.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

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Main Idea or Essential Questions:

1. When is violence a justifiable means for change?
2. Was the Civil War inevitable?
3. To what extent did the Civil War and the Reconstruction Era create a more perfect union? What are a nation’s responsibilities to its citizens after major conflict (e.g., a civil war)?

Enduring Understandings
Students will understand:

- The causes/series of events that led to the American Civil War.
- The role sectionalism played in starting the Civil War.
- The development, progress and key turning points in the Civil War.
- ☑ The long-term economic, political and social implications of the Civil War and Reconstruction.

Time Frame	Skills, practices or Expectations	Specific New York State Grade 8 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
September	<ul style="list-style-type: none"> • Geographic Reasoning • Economics and Economics Systems • Chronological Reasoning and Causation • Comparison and Contextualization • Civic Participation 	<p>Causes of the Civil War, 7.8a, 7.8b, 7.8c</p> <p>Results of the Civil War, 7.8d, 7.8e</p> <p>Unifying the Nation, 8.1a, 8.1b</p> <p>Reconstruction, 8.1b, 8.1c</p>	<p>American Nation text Ch. 16 Supplemental: American Nation quizzes and worksheets (password “Pearson”)</p> <p>DBQ Essay: Efforts to deal with the issue of slavery (NYS 6/10)</p> <p>Primary Source Documents: 13th , 14th, and 15th Amendments Emancipation Proclamation The Surrender at Appomattox Court House by Zachary Kent http://nysedregents.org/Grade8/SocialStudies/20060607book1.pdf</p>	<p>Sectionalism Slavery Uncle Tom’s Cabin Abolitionists States’ Rights Secession Jefferson Davis 13th, 14th, 15th Amendment Uncle Tom’s Cabin Raid on Harper’s Ferry Fugitive Slave Law Civil War Confederacy Union Fort Sumter Freedman’s Bureau</p>	<p>Text Unit including: Content Vocabulary Reading Comprehension Writing</p>

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			<p>http://nysedregents.org/Grade8/SocialStudies/20100615book2w.pdf</p>	<p>Compromise of 1850 Missouri Compromise Kansas Nebraska Act Robert E. Lee Ulysses Grant Gettysburg Appomattox Jim Crow Laws Popular Sovereignty Bleeding Kansas Dred Scott Case Abraham Lincoln Emancipation Proclamation Reconstruction Lynching Andrew Johnson Poll taxes Literacy test Sharecroppers Carpetbaggers Scalawags Ku Klux Klan Plessy vs. Ferguson Black Code Grandfather Clause Gettysburg Address Reconstruction Plans (Lincoln’s Plan, Congressional Reconstruction)</p>	
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ELL Enhancements	<u>Listening</u>	<u>Speaking</u>	<u>Reading</u>	<u>Writing</u>	<u>Modifications</u>
	Build Background Knowledge Audio	Sentence Frames Academic conversation starters	Supplementary Texts Visual Aids Video Standards-based questions	Sentence Frames Graphic Organizers Standards-based Sentence Stems	<ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have English and other) • Responses in home language.
Special Education Modification					
Enrichment					

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October-November: The Industrial Revolution and Progressive Era

Standards:

New York State:

- History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
1.2.2 Investigate key turning points in New York State and United States history and explain why these events or developments are significant
1.4.4 Describe historic events through the eyes and experiences of those who were there. describe historic events through the eyes and experiences of those who were there.
- World History - Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
PERFORMANCE INDICATOR(S)-
2.2.3 Study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.
- Economics - Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
PERFORMANCE INDICATOR(S)-
4.1.1 Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources
4.1.3 Understand how scarcity requires people and nations to make choices which involve costs and future considerations

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions:

1. Has America fulfilled its promise as the land of opportunity?
2. Can individuals bring change to a society?
3. Is there an American culture?
4. How do people, policies and technological advances shape a nation?
6. Is cultural diversity both a benefit and a problem?
7. Does Industrialization constitute progress? Enduring Understandings

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Enduring Understandings

Students will:

- Identify social, political, and economic Pros/Cons of Industrialization.
- Understand the problems that existed in factories and the impact on society.
- Understand the causes and effects of the growth of unions.
- Evaluate the causes and effects of the immigrant experience.
- Evaluate social, political, economic reforms of the Progressive Era.

Time Frame	Skills, practices or Expectations	Specific New York State Grade 8 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
October-November	<ul style="list-style-type: none"> • Chronological Reasoning and Causation • Comparison and Contextualization • Economics and Economics Systems 	Industrialization, 8.2a, 8.2b Immigration, 8.2a, 8.2b, 8.2c Government and Business, 8.2c, 8.2d, 8.2e The Progressive Era 8.2e Legislative reform 8.2d, 8.2e	American Nation Ch. 18 & 19 Children’s Literature: Mailing May, Michael O. Tunnell (Picture book – travel and communication in the early 1900s) Fire at the Triangular Factory, Holly Littlefield (Picture book – fiction) The Cat Who Escaped From Steerage, Evelyn Wild Meyerson Tales from the Gold Mountain, Paul Yee Samurai of the Gold Hill, Yoshiko Uchida Primary Sources: Jacob Riis How the Other Half	collective bargaining Transcontinental Railroad Urbanization Mass Production Assembly Line Monopoly Trust Laissez-faire Capitalism Supply and demand Henry Ford Progressives Nativist Quota System Chinese Exclusion Act Labor Union Ellis Island Sweatshop Labor Strikes Haymarket Riot Triangle Shirtwaist Factory Boss Tweed / Tammany Hall	Text Unit including: Content Vocabulary Reading Comprehension Writing http://web001.greece.k12.ny.us/files/30782/jacob Riis%27 How the Other Half Lives.pdf http://nysedregents.org/Grade8/SocialStudies/Archive/2001book 1.pdf http://nysedregents.org/Grade8/SocialStudies/Archive/2001book 1.pdf

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			<p>Lives</p> <p>Upton Sinclair The Jungle “The New Colossus,” Emma Lazarus</p> <p>The Shame of the Cities, Lincoln Steffens The Octopus, Frank Norris</p> <p>The History of the Standard Oil Company, Ida Tarbell</p> <p>16th -18th Amendments</p> <p>Lewis Hine Photographs of Child Labor</p> <p>DBQ Essays: DBQ Essay – Reform Movements (NYS 6/02)</p> <p>DBQ Essay – Immigration (NYS 6/06) DBQ Essay – Work Reform (NYS 6/08)</p>	<p>Tenements Push/Pull Factor Theodore Roosevelt Sherman Anti-Trust Act Muckraker Jane Addams /Hull House Upton Sinclair Jacob Riis NAACP Pure Food and Drug Act</p>	
<p>ELL Enhancements</p>	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have

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					English and other) • Responses in home language.
Special Education Modification					
Enrichment					



December: Western Expansion and Imperialism

Standards:

New York State:

- History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
 - 1.2.3 understand the relationship between the relative importance of the United States domestic and foreign policies over time.
 - 1.2.4 analyze the role played by the United States in international politics past and present.
- World History - Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
PERFORMANCE INDICATOR(S)-
 - 2.2.3 study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.
- Geography- Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
PERFORMANCE INDICATOR(S)-
 - 3.1.4 describe the relationships between people and environments and the connections between people and places.
- Economics - Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
PERFORMANCE INDICATOR(S)-
 - 4.1.2 define basic economic concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth, and systems.
 - 4.1.3 understand how scarcity requires people and nations to make choices which involve costs and future considerations.
- Civics, Citizenship, and Government - Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
PERFORMANCE INDICATOR(S)-

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5.1.3 explore the rights of citizens in other parts of the hemisphere and determine how they are similar to and different from the rights of American citizens.

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions:

1. Was imperialism necessary?
2. What should United States foreign policy look like?
3. Was U.S. involvement in World War I justifiable?

Enduring Understandings:

Students will understand:

- The causes and effects of Imperialism.
- The changing role of the U.S. in international affairs.
- Causes and effects of World War I and U.S. involvement.
- Impact of WWI on the American home front.
- To what degree should a nation be involved in the affairs of other nations?

Time Frame	Skills, practices or Expectations	Specific New York State Grade 8 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
December	<ul style="list-style-type: none"> • Chronological Reasoning and Causation • Comparison and Contextualization • Civic Participation <p>Targeted Skills</p> <ul style="list-style-type: none"> • Vocabulary Development 	<p>Westward Expansion, 8.3a</p> <p>U.S. Interaction with the World, 8.3b, 8.3c</p> <p>U.S. Foreign Policy 8.3b, 8.3d</p>	<p>Resources: Required: American Nation Ch. 20</p> <p>Supplemental: American Nation quizzes and worksheets (password "Pearson")</p> <p>Children's literature:</p> <p>A Long Way to Go, Zibby O'Neal.</p>	<p>Imperialism</p> <p>League of Nations</p> <p>Expansionism</p> <p>Spanish American War</p> <p>U.S.S. Maine Annexation</p> <p>Monroe Doctrine</p> <p>White Man's Burden</p> <p>Yellow Journalism</p> <p>Big Stick Policy / Roosevelt Corollary</p>	<p>Text Unit including: Content Vocabulary Reading Comprehension Writing http://nysedregents.org/Grade8/SocialStudies/Archive/2003book1.pdf</p>

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	<ul style="list-style-type: none"> • Map / Graph / Chart Analysis • Determining Cause and Effect • Analyzing and Interpreting Primary Sources • Thesis Writing • Research Skills • Elaboration in Writing • Incorporating Outside Information • Compare and Contrast • Document Based Question writing skills • History through differing perspectives 		<p>Primary Sources</p> <p>The Turner Thesis, Frederick Jackson Turner</p> <p>“White Man’s Burden” by Rudyard Kipling o Petitions against the annexation of Hawaii</p> <p>http://nysedregents.org/Grade8/SocialStudies/Archive/2003book1.pdf</p>	<p>Propaganda</p> <p>Panama Canal</p> <p>Open Door Policy</p> <p>Spheres of Influence</p> <p>Isolationism</p> <p>Militarism</p> <p>Nationalism</p> <p>Neutrality</p> <p>Archduke Franz Ferdinand</p> <p>Lusitania</p> <p>Unrestricted Sub Warfare</p> <p>Zimmerman Telegram</p> <p>Alliances</p> <p>Allied/Central Powers</p> <p>Selective Service Act</p> <p>Trench Warfare</p> <p>Treaty of Versailles</p> <p>Fourteen Points</p>	
<p>ELL Enhancements</p>	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have

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					English and other) • Responses in home language.
Special Education Modification					
Enrichment					

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January-February: WWI, Roaring Twenties, and the Great Depression

Standards:

New York State:

1. *History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
 - 1.2.2 Investigate key turning points in New York State and United States history and explain why these events or developments are significant.
 - 1.4.3 Compare and contrast different interpretations of key events and issues in New York State and United States history and explain reasons for these different accounts.
 - 1.4.4 Describe historic events through the eyes and experiences of those who were there.

3. *Geography-* Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
PERFORMANCE INDICATOR(S)-
 - 3.1.3 Describe the relationships between people and environments and the connections between people and places.

4. *Economics -* Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
PERFORMANCE INDICATOR(S)-
 - 4.1.1 Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.
 - 4.1.3 Understand how scarcity requires people and nations to make choices which involve costs and future considerations.

5. *Civics, Citizenship, and Government -* Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
PERFORMANCE INDICATOR(S)-
 - 5.1.2 Consider the nature and evolution of constitutional democracies.

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CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions:

1. What made the Twenties roar?
2. Was the economic prosperity of the Twenties real?
3. Is a more involved government better?
4. Did the New Deal solve the problems caused by the Great Depression?

Enduring Understandings:

- The economic, political, and social changes of the 1920's and 1930's.
- How the role of government changed from the 1920's to the 1930's.
- The growth of intolerance towards minorities and immigrants
- The changing roles of women and African American culture.
- The immediate and long term causes and effects of the Great Depression and New Deal.
- How Prohibition was an outgrowth of the earlier temperance movement
- How does a nation respond to economic, political and social challenges?

Time Frame	Skills, practices or Expectations	Specific New York State Grade 8 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
January-February	<ul style="list-style-type: none"> • Geographic Reasoning • Chronological Reasoning and Causation • Economics and Economics Systems • Civic Participation • Comparison and Contextualization • Chronological Reasoning and 	World War I Causes, 8.4a, 8.4b Military Technologies, 8.4c Aftermath of World War, I 8.4d Roaring Twenties, 8.4e Economic Practices of the 1920s, 8.5a The New Deal, 8.5c	American Nation Ch. 21, 22, 23 Children's Literature: Shadrach's Crossing by Avi (historical fiction – Prohibition) A Long Way to Go, Zibby Oneal Potato: A Tale From the Great Depression, Kate Lied (Picture book – life	bootleggers, bull market deport nativism prohibition draft imperialism isolationist militarism nationalism alliance armistice bond quota system	Text Unit including: Content Vocabulary Reading Comprehension Writing http://nysedregents.org/Grade8/SocialStudies/Archive/2003book1.pdf

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	<p>Causation</p> <ul style="list-style-type: none"> • Comparison and Contextualization • Civic Participation • Vocabulary Development • Map / Graph / Chart Analysis • Determining Cause and Effect • Analyzing and Interpreting Primary Sources • Thesis Writing • Research Skills • Elaboration in Writing • Incorporating Outside Information • Compare and Contrast • Document Based Question writing skills • History through differing perspectives 		<p>during Great Depression)</p> <p>Primary Sources: Zimmerman Telegram</p> <p>Photographs 369th Infantry</p> <p>I, Too, Sing America</p> <p>WWI Posters and Propaganda</p> <p>Brother, Can You Spare a Dime?</p> <p>The Grapes of Wrath, by John Steinbeck</p> <p>Roosevelt’s First Inaugural Address (1933): “This nation asks for action and action now...”</p> <p>Roosevelt’s Fireside Chats</p> <p>DBQ Essay: Great Depression (NYS 6/07)</p>	<p>recession</p> <p>repeal</p> <p>stock</p> <p>suburb</p> <p>bankrupt, collective bargaining, deficit spending, migrant worker, National Debt, on margin, pension public works, sit-down strike, soup kitchen</p>	
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ELL Enhancements	Listening	Speaking	Reading	Writing	Modifications
	Build Background Knowledge Audio	Sentence Frames Academic conversation starters	Supplementary Texts Visual Aids Video Standards-based questions	Sentence Frames Graphic Organizers Standards-based Sentence Stems	<ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have English and other) • Responses in home language.
Special Education Modification					
Enrichment					



March-April: WWII and the Cold War

Standards:

New York State:

- History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
1.2.4 Analyze the role played by the United States in international politics, past and present
1.4.2 Understand how different experience, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives
- World History -* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.
PERFORMANCE INDICATOR(S)-
2.2.3 Study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes
2.4.3 View history through the eyes of those who witnessed key events and developments in world history by analyzing their literature, diary accounts, letters, artifacts, art, music, architectural drawings and other documents
- Geography-* Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
PERFORMANCE INDICATOR(S)-
3.1.4 Describe the relationships between people and environments and the connections between people and places
- Economics -* Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
PERFORMANCE INDICATOR(S)-
4.1.6 Describe how traditional, command, market, and mixed economies answer the three fundamental economic questions
- Civics, Citizenship, and Government -* Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

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PERFORMANCE INDICATOR(S)-

5.2.5 value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice, and equality

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions:

1. How do competing views of power and morality lead to global conflict?
2. When is war justifiable?
3. Is the United States obligated to rid the world of evil?
4. Should there be rules in war?

Enduring Understandings:

Students will understand:

- The causes and effects of World War II.
- Life on the home front during and after World War II.
- The similarities and differences of US involvement during WWI and WWII.
- How and why the United States helped the nations of Europe after World War II.
- The origins of the Cold War and how it is different from previous wars.
- How the role of the US evolved in international affairs during the Cold War.
- How the fall of communism changed the balance of power in the world.

Time Frame	Skills, practices or Expectations	Specific New York State Grade 8 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
March-April	<ul style="list-style-type: none"> • Geographic Reasoning • Chronological Reasoning and Causation • Economics and Economics Systems • Comparison and Contextualization • Vocabulary 	Causes of World War II 8.6a U.S. Involvement 8.6b End of World War II 8.6c Competing Superpowers 8.7a United States Post-War Foreign and Domestic Policy 8.7b	American Nation Ch. 24 Primary Sources: Tell Them We Remember: The Story of the Holocaust, Susan D. Baachrach The Truman Doctrine “A Day Which Will Live in Infamy” Speech by FDR	aggression allies appeasement axis concentration camp compensation fascism holocaust internment camp	Text Unit including: Content Vocabulary Reading Comprehension Writing

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	<p>Development</p> <ul style="list-style-type: none"> • Map / Graph / Chart Analysis • Determining Cause and Effect • Analyzing and Interpreting Primary Sources • Thesis Writing • Research Skills • Elaboration in Writing • Incorporating Outside Information • Compare and Contrast • Document Based Question writing skills • History through differing perspectives 		<p>WWII Posters and Propaganda</p> <p>Documents and Photos related to Japanese Internment</p> <p>Children’s Literature: The Children of Topez: The Story of a Japanese-American Internment Camp, Based on a classroom Diary, Michael O. Tunnell and George W. Chilcoat</p> <p>Star of Fear, Star of Hope, Jo Hoestlandt</p> <p>Don’t You Know There is a War Going On? James Stevenson</p>	<p>island hopping</p> <p>Kamikaze n axis</p> <p>rationing</p> <p>scapegoat</p> <p>totalitarian state</p> <p>victory garden</p>	
<p>ELL Enhancements</p>	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have

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					English and other) • Responses in home language.
Special Education Modification					
Enrichment					



May-June: Post-War United States

Standards:

New York State:

1. *History of the United States and New York:* Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments and turning points in the history of the United States and New York.
PERFORMANCE INDICATOR(S)-
 - 1.2.2 Investigate key turning points in New York State and United States history and explain why these events or developments are significant
 - 1.3.3 Describe how ordinary people and famous historic figures in the local community, State, and the United States have advanced the fundamental democratic values, beliefs, and traditions expressed in the Declaration of Independence, the New York State and United States Constitutions, the Bill of Rights, and other important historic documents
 - 1.3.4 Classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

3. *Geography-* Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over the Earth’s surface.
PERFORMANCE INDICATOR(S)-
 - 3.1.3 Investigate why people and places are located where they are located and what patterns can be perceived in these locations
 - 3.1.4 Describe the relationships between people and environments and the connections between people and places.

4. *Economics -* Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.
PERFORMANCE INDICATOR(S)-
 - 4.1.1 Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources

5. *Civics, Citizenship, and Government -* Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
PERFORMANCE INDICATOR(S)-
 - 5.1.1 Analyze how the values of a nation affect the guarantee of human rights and make provisions for human needs
 - 5.2.1 Understand how civic values reflected in United States and New York State Constitutions have been implemented through laws and practices
 - 5.2.5 Value the principles, ideals, and core values of the American democratic system based upon the premises of human dignity, liberty, justice,

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and equality

CCLS: *Prioritize standards based on which appear in your chosen formative assessment(s).*

Main Idea or Essential Questions: Has the United States of America lived up to the promise and potential of its history and status?

Time Frame	Skills, practices or Expectations	Specific New York State Grade 8 Social Studies Framework	Resources	Content Vocabulary	Measurement of Student learning
May-June	<ul style="list-style-type: none"> • Geographic Reasoning • Economics and Economics Systems • Chronological Reasoning and Causation • Comparison and Contextualization • Civic Participation 	Postwar Years, 8.8a Immigration and increasing diversity, 8.8b Stress on the Environment, 8.8c Internal Division and Unrest, 8.9a, 8.9b Civil Liberties Debates, 8.9e	American Nation Ch. 25-29 Primary Sources: United Nations Universal Declaration of Human Rights, December 10th, 1948 Nuclear Fallout Pamphlet and Photos Kennedy Assassinated! The World Mourns: A Reporters Story, Wilbourn Hampton Dr. King’s Letter from a Birmingham Jail Title IX Freedom’s Children: Young Civil Rights Activists Tell Their Own Stories, Ellen Levine (Primary source material) Dr. Martin Luther King Jr.’s address at Lincoln Memorial, 1963, “I have a dream...” Documents related to Brown Vs. Board of Education of Topeka o Rosa Parks Arrest Records Children’s Literature -The Wall, Eve Bunting (Picture Book – Vietnam	communism containment Domini theory draft escalate exile guerrilla Détente illegal alien marshall law mediator sanctions solidarity summit meeting inflation baby boom standard of living stagflation segregation integration boycott civil disobedience sit-in affirmative action	Text Unit including: Content Vocabulary Reading Comprehension Writing

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			<p>Memorial)</p> <p>DBQ Essay: DBQ Essay – Positive and negative effects of technology on the United States (NYS 6/09)</p> <p>DBQ Essay: Efforts to achieve equal rights for women (NYS 6/04)</p>		
<p>ELL Enhancements</p>	<p><u>Listening</u></p> <p>Build Background Knowledge</p> <p>Audio</p>	<p><u>Speaking</u></p> <p>Sentence Frames</p> <p>Academic conversation starters</p>	<p><u>Reading</u></p> <p>Supplementary Texts</p> <p>Visual Aids</p> <p>Video</p> <p>Standards-based questions</p>	<p><u>Writing</u></p> <p>Sentence Frames</p> <p>Graphic Organizers</p> <p>Standards-based Sentence Stems</p>	<p><u>Modifications</u></p> <ul style="list-style-type: none"> • Extended time • Directions read 3x • Oral interpretation • Translated version of text (may have English and other) • Responses in home language.
<p>Special Education Modification</p>					

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Enrichment					
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