

Columbus County Schools Social Studies Curriculum Guide

SUBJECT:	GRADE LEVEL: 8	GRADING PERIOD:
Chapters: 11	Time Frame: Dates: 1st 9 weeks	Unit: 1 The First Americans
Essential Standards: 8.H.1, 8.H.1.1, 8.H.1.2, 8.H.1.3, 8.H.1.4, 8.H.1.5, 8.H.2, 8.H.2.1, 8.H.3, 8.H.3.1, 8.G.1, 8.G.1.1, 8.G.1.2, 8.G.1.3, 8.C.1, 8.C.1.1, 8.C.1.2, 8.C.1.3, 8.E.1, 8.E.1.1, 8.C&G.1, 8.C&G.1.1, 8.C&G.1.2, 8.C&G.1.3, 8.C&G.1.4, 8.C&G.2, 8.C&G.2.1, 8.C&G.2.2		

Chapter 11	Technology and Literacy Standards and Tasks	Academic Vocabulary:	Assessment(s):	Additional Resources:
<p>Chapter Name: Growth and Expansion</p> <p>Clarifying Objective(s):</p> <p>-SWBAT analyze why industrial growth began in New England.</p> <p>-SWBAT draw conclusions about how the growth of factories contributed to the Industrial Revolution.</p> <p>-SWBAT identify and evaluate the elements of the free enterprise system.</p> <p>-SWBAT compare agriculture in the different regions of the country.</p> <p>- SWBAT analyze how cotton farming affected</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>(<i>Academic Vocabulary</i>)</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>(<i>Content Vocabulary</i>)</p> <p>Cotton Gin, Interchangeable Part, Patent, Capitalism, Capital, Free Enterprise, Technology, Element, Census, Turnpike, Canal, Lock, Revel, Region, Sectionalism, Monopoly, Interstate Commerce, Cede, Internal</p>	<p>Formative:</p> <p>Lesson 1 Review pg. 301</p> <p>Lesson 2 review pg. 307</p> <p>Lesson 3 Review pg. 315</p> <p>Interactive Worksheets (printable)</p> <p>Reading Essentials and Study Guide</p> <p>Self Check Quiz (online)</p> <p>Summative:</p> <p>Chapter 11 Assessment pg. 319-320</p> <p>Chapter 11 Activities- pg 318</p> <p>End of Chapter test from question bank online.</p>	<p><u>Online</u></p> <p>Chapter Summary</p> <p>Vocabulary Builder</p> <p>What Do you Know?</p> <p>Geography and History activity</p> <p>Online self check quiz (lesson 1-3)</p> <p>Reading Essentials & Study Guide : Student Workbook</p> <p>Write to Learn</p> <p>http://www.northcarolinahistory.org/edu_corner/</p> <p>http://www.nchistoricsites.org/</p> <p>http://www.history.ncdcr.gov/</p> <p>http://www.secretary.state.nc.us/kidspg/history.htm</p>

<p>slavery.</p> <p>-SWBAT identify and evaluate modes of transportation during the Industrial Revolution.</p> <p>-SWBAT analyze the impact of the Erie Canal on transportation and industry.</p> <p>-SWBAT analyze life in western settlements.</p> <p>-SWBAT compare issues regarding the power of the federal government and states.</p> <p>-SWBAT analyze and evaluate the consequences of landmark Supreme Court decisions.</p> <p>-SWBAT summarize the Missouri Compromise.</p> <p>-SWBAT analyze the causes and effects of sectionalism.</p> <p>-SWBAT identify points of view of important leaders of the time period.</p> <p>Time Frame: 1st 9 weeks</p> <p>Dates:</p>			<p>Online resources can be found at (www.connected.mcgraw-hill.com)</p> <p>Hands-On Chapter Project pg. 293B (teacher edition)</p>	<p>http://ncpedia.org/</p>
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Essential Question:

Why does conflict develop?

How does geography influence the way people live?

<p>Lesson 1: A growing Economy</p> <p>Clarifying Objective:</p> <p>SWBAT analyze why industrial growth began in New England.</p> <p>-SWBAT draw conclusions about how the growth of factories contributed to the Industrial Revolution.</p> <p>-SWBAT identify and evaluate the elements of the free enterprise system.</p> <p>-SWBAT compare agriculture in the different regions of the country.</p> <p>- SWBAT analyze how cotton farming affected slavery.</p> <p>Time Frame:</p> <p>1st nine weeks</p> <p>Dates:</p> <p>Essential Question:</p> <p>How does geography influence the way people live?</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Cotton Gin, Interchangeable Part, Patent, Capitalism, Capital, Free Enterprise, Technology, Element</p>	<p>Formative:</p> <p>Bell Ringer pg. 296 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 1: A Growing Economy</p> <p>Interactive Graphic Organizer- Taking Notes: Finding the Main Idea, Free Enterprise System</p> <p>Geography and History Activity: A Growing Economy</p> <p>Reading Essentials and Study Guide for American History-Lesson 1: A Growing Economy</p> <p>Diagram Skills- Pg. 298</p> <p>Infographic- Pg. 299</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 1</p> <p>Writing Skills- Students write about technological device and impact it has on their lives. Pg. 296</p>	<p>Online</p> <p>Video: An Industrial Revolution in the Northern Region of the United States</p> <p>Lecture Slide: Technological Advances</p> <p>Primary Sources: The Lowell Offering</p> <p>Interactive Image: Water Mills</p> <p>Interactive Whiteboard Activity: The Textile Industry</p> <p>Interactive Graphic Organizer: Free Enterprise System</p> <p>Interactive Graph: Measuring Population</p> <p>Lecture Slide: Corporation</p> <p>Interactive Image: South Street, New York</p> <p>Geography and History Activity: A Growing Economy</p>
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<p>Lesson 2: Moving West</p> <p>Clarifying Objective:</p> <p>SWBAT identify and evaluate modes of transportation during the Industrial Revolution.</p> <p>-SWBAT analyze the impact of the Erie Canal on transportation and industry.</p> <p>-SWBAT analyze life in western settlements.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>How does geography influence the way people live?</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex,</p> <p>Content Vocabulary:</p> <p>Census, Turnpike, Canal, Lock, Revel, Region</p>	<p>Formative:</p> <p>Bell Ringer pg. 302 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 2: Moving West</p> <p>Interactive Graphic Organizer- Taking Notes: Sequencing, Developments in Transportation</p> <p>Reading Essentials and Study Guide for American History- Lesson 2: Moving West</p> <p>Geography Connection- Pg. 303, Pg. 305</p> <p>Summrative:</p> <p>Lesson Review 2</p> <p>Writing Skills- Students write two paragraphs comparing and contrasting the type of roads during the Industrial Revolution with the types of roads we have today. Pg. 303</p>	<p>Online</p> <p>Video: Daniel Boone</p> <p>Lecture Slide: Great River Civilizations</p> <p>Interactive Graphic Organizer: Developments in Transportation</p> <p>Interactive Map: The National Road 1811-1837</p> <p>Lecture Slide: Steam Power</p> <p>Slide Show: The Erie Canal</p> <p>Interactive Map: Canals 1820-1860</p> <p>Interactive Image: Pioneer Life</p>
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<p>Lesson 3: Unity and Sectionalism</p> <p>Clarifying Objective:</p> <p>SWBAT compare issues regarding the power of the federal government and states.</p> <p>-SWBAT analyze and evaluate the consequences of landmark Supreme Court decisions.</p> <p>-SWBAT summarize the Missouri Compromise.</p> <p>-SWBAT analyze the causes and effects of sectionalism.</p> <p>-SWBAT identify points of view of important leaders of the time period.</p> <p>Time Frame:</p> <p>Dates:</p> <p>Essential Question:</p> <p>Why does conflict develop?</p>	<p><u>Technology Standards</u></p> <p>8.SI.1.2</p> <p>8.SI.1.3</p> <p>8.TT.1.1</p> <p>8.TT.1.2</p> <p>8.TT.1.3</p> <p>8.RP.1.1</p> <p>8.RP.1.2</p> <p><u>Literacy Standards</u></p> <p>RI.8.1.</p> <p>RI.8.2.</p> <p>RI.8.3.</p> <p>RI.8.4.</p> <p>RI.8.5.</p> <p>RI.8.6.</p> <p>RI.8.7.</p> <p>RI.9.8.</p> <p>RI.8.9.</p>	<p>Academic Vocabulary::</p> <p>Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex</p> <p>Content Vocabulary:</p> <p>Sectionalism, Monopoly, Interstate Commerce, Cede, Internal</p>	<p>Formative:</p> <p>Bell Ringer pg. 308 (teacher edition)</p> <p>Exit Slip</p> <p>Guided Reading Activity- Lesson 3: Unity and Sectionalism</p> <p>Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, The Missouri Compromise</p> <p>Primary Source Activity: Unity and Sectionalism</p> <p>Interactive Image: Mexican Leaders Declare Independence</p> <p>Reading Essentials and Study Guide for American History- Lesson 3: Unity and Sectionalism</p> <p>Geography Connection- pg. 312, Pg. 313</p> <p>Summative:</p> <p>Self Check Quiz (online)</p> <p>Lesson Review 3</p> <p>Writing Skills- Students write about how the War of 1812 changed sentiments about central government. Pg. 308</p>	<p>Online</p> <p>Video: President James Monroe and the Era of Good Feelings</p> <p>Interactive Image: Henry Clay</p> <p>Interactive Image: The Second Bank of the United States</p> <p>Lecture Slide: National Banking System</p> <p>Interactive Graphic Organizer: The Missouri Compromise</p> <p>Interactive Map: The Missouri Compromise</p> <p>Lecture Slide: A New Relationship with the "Old World"</p> <p>Interactive Map: Acquisition of Florida</p> <p>Lecture Slide: Seminoles</p> <p>Interactive Chart: The Seminole Wars</p> <p>Primary Source Activity: Unity and Sectionalism</p>
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