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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 12 | 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** | | | |

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| Chapter 12 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Growth and Expansion  Clarifying Objective(s):  -SWBAT evaluate the role of campaign tactics in elections of the early nineteenth century.  -SWBAT analyze the conflict over tariffs as it relates to sectional division.  -SWBAT compare the position of those who supported states’ rights to those who wanted a stronger federal government.  -SWBAT access the impact of the policy of removal of the Native Americans to Indian Territory.  - SWBAT describe the Seminoles’ response to removal and how it differed from the responses of the other Native American people of the time.  -SWBAT explain Jackson’s objections to the Bank of the United States  Time Frame:1st 9 weeks  Dates:  Essential Question:  What are the characteristics of a leader?  What are the consequences when cultures interact?  How do governments change? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy Standards  RI.8.1.  RI.8.2.  RI.8.3.  RI.8.4.  RI.8.5.  RI.8.6.  RI.8.7.  RI.9.8.  RI.8.9. | (*Academic Vocabulary*)  Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex  (*Content Vocabulary*)  Favorite Son, Plurality, Majority, Mudslinging, Bureaucracy, Spoils System, Nominating, Convention, Facilitate, Participate, Relocate, Federal, Survive, Veto, Institution, Symbol | Formative:  Lesson 1 Review pg. 329  Lesson 2 review pg. 335  Lesson 3 Review pg. 341  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  Summative:  Chapter 12 Assessment pg. 343-344  Chapter 12 Activities- pg 342  End of Chapter test from question bank online.  Online resources can be found at ([www.connected.mcgraw-hill.com](http://www.connected.mcgraw-hill.com))  Hands-On Chapter Project pg. 321B (teacher edition) | ***Online***  Chapter Summary  Vocabulary Builder  What Do you Know?  Geography and History activity  Online self check quiz (lesson 1-3)  Reading Essentials & Study Guide : Student Workbook  Write to Learn  <http://www.northcarolinahistory.org/edu_corner/>  <http://www.nchistoricsites.org/>  <http://www.history.ncdcr.gov/>  <http://www.secretary.state.nc.us/kidspg/history.htm>  <http://ncpedia.org/> |
| Lesson 1: Jacksonian Democracy  Clarifying Objective:  SWBAT evaluate the role of campaign tactics in elections of the early nineteenth century.  -SWBAT analyze the conflict over tariffs as it relates to sectional division.  -SWBAT compare the position of those who supported states’ rights to those who wanted a stronger federal government.  Time Frame:  1st nine weeks  Dates:  Essential Question:  What are the characteristics of a leader? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy Standards  RI.8.1.  RI.8.2.  RI.8.3.  RI.8.4.  RI.8.5.  RI.8.6.  RI.8.7.  RI.9.8.  RI.8.9. | Academic Vocabulary::  Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex  Content Vocabulary:  Favorite Son, Plurality, Majority, Mudslinging, Bureaucracy, Spoils System, Nominating, Convention, Facilitate, Participate | Formative:  Bell Ringer pg. 324 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: A Growing Economy  Interactive Graphic Organizer- Taking Notes: Finding the Main Idea, Free Enterprise System  Geography and History Activity: A Growing Economy  Reading Essentials and Study Guide for American History- Lesson 1: A Growing Economy  Infographic- Pg. 325, 326  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills- Students argue whether Jackson was a true war hero. Pg 328 | Online  Video: An Industrial Revolution in the Northern Region of the United States  Lecture Slide: Technological Advances  Primary Sources: The Lowell Offering  Interactive Image: Water Mills  Interactive Whiteboard Activity: The Textile Industry  Interactive Graphic Organizer: Free Enterprise System  Interactive Graph: Measuring Population  Lecture Slide: Corporation  Interactive Image | South Street, New York  Geography and History Activity: A Growing Economy |
| Lesson 2: Conflicts Over Land  Clarifying Objective:  SWBAT access the impact of the policy of removal of the Native Americans to Indian Territory.  - SWBAT describe the Seminoles’ response to removal and how it differed from the responses of the other Native American people of the time.  Time Frame:  Dates:  Essential Question:  What are the consequences when cultures interact? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy Standards  RI.8.1.  RI.8.2.  RI.8.3.  RI.8.4.  RI.8.5.  RI.8.6.  RI.8.7.  RI.9.8.  RI.8.9. | Academic Vocabulary::  Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex,  Content Vocabulary:  Relocate, Federal, Survive | Formative:  Bell Ringer pg. 330 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 2: Moving West  Interactive Graphic Organizer- Taking Notes: Sequencing, Developments in Transportation  Reading Essentials and Study Guide for American History- Lesson 2: Moving West  Graph Skills Pg. 333  Summrative:  Lesson Review 2  Writing Skills- Students talk participating in the Trail of Tears. Pg. 332 | Online  Video: Daniel Boone  Lecture Slide: Great River Civilizations  Interactive Graphic Organizer: Developments in Transportation  Interactive Map: The National Road 1811-1837  Lecture Slide: Steam Power  Slide Show: The Erie Canal  Interactive Map: Canals 1820-1860  Interactive Image: Pioneer Life |
| Lesson 3: Jackson and the Bank  Clarifying Objective:  SWBAT explain Jackson’s objections to the Bank of the United States  Time Frame:  Dates:  Essential Question:  How do governments change? | Technology Standards  8.SI.1.2  8.SI.1.3  8.TT.1.1  8.TT.1.2  8.TT.1.3  8.RP.1.1  8.RP.1.2  Literacy Standards  RI.8.1.  RI.8.2.  RI.8.3.  RI.8.4.  RI.8.5.  RI.8.6.  RI.8.7.  RI.9.8.  RI.8.9. | Academic Vocabulary::  Identify, Evaluation, Analyze, Describe, Source, Estimate, Complex  Content Vocabulary:  Veto, Institution, Symbol | Formative:  Bell Ringer pg. 336 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: Unity and Sectionalism  Interactive Graphic Organizer- Taking Notes: Determining Cause and Effect, The Missouri Compromise  Primary Source Activity: Unity and Sectionalism  Interactive Image: Mexican Leaders Declare Independence  Reading Essentials and Study Guide for American History- Lesson 3: Unity and Sectionalism  Infographic- Pg. 339  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills-  Students write an explanation of the Panic of 1837. Pg. 338 | Online  Video: President James Monroe and the Era of Good Feelings  Interactive Image: Henry Clay  Interactive Image: The Second Bank of the United States  Lecture Slide: National Banking System  Interactive Graphic Organizer: The Missouri Compromise  Interactive Map: The Missouri Compromise  Lecture Slide: A New Relationship with the “Old World”  Interactive Map: Acquisition of Florida  Lecture Slide: Seminoles  Interactive Chart: The Seminole Wars  Primary Source Activity: Unity and Sectionalism |