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| **Columbus County Schools** *Social Studies Curriculum Guide* | | |
| **SUBJECT:** | **GRADE LEVEL:** 8 | **GRADING PERIOD:** |
| Chapters: 13 | Time Frame:  **Dates:** | **Unit:** |
| 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 13 | Technology and Literacy Standards and Tasks | Academic Vocabulary: | Assessment(s): | Additional Resources: |
| Chapter Name: Manifest Density  Clarifying Objective(s):  -SWBAT analyze why Americans wanted the land in the Oregon Country.  -SWBAT evaluate the concept of and justifications for manifest Destiny.  -SWBAT identify the steps in the process of statehood for Florida.  -SWBAT identify points of view in the War for Independence in Texas.  - SWBAT analyze the importance and the impact of the Santa Fe Trail.  -SWBAT identify points of view in the development of California’s culture.  -SWBAT identify the reasons behind the conflict between the United States or Mexico.  -SWBAT understand cause and effect relationships that followed the discovery of gold in California.  -SWBAT identify the Mormons and analyze why they settled in Utah.  Time Frame:1st 9 weeks  Dates:  Essential Question:  How does geography influence the way people live?  Why does conflict develop?  How do new ideas change the way people live? | 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*)  Joint Occupation, Mountain Man, Emigrant, Prairie Schooner, Manifest Destiny, Plus, Access, Tejano, Decree, Barricade, Annex, Establish, Remove, Rancho, Ranchero, Resource, Justify, Forty-niner, Boomtowns, Vigilante, Constitution, Incorporate | Formative:  Lesson 1 Review pg. 352  Lesson 2 review pg. 357  Lesson 3 Review pg. 364  Lesson 4 Review pg. 369  Interactive Worksheets (printable)  Reading Essentials and Study Guide  Self Check Quiz (online)  What Do You Think? Pg. 358-359  Summative:  Chapter 13 Assessment pg. 371-372  Chapter 13 Activities- pg 370  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. 345B (teacher edition) | ***Online***  Chapter Summary  Vocabulary Builder  What Do you Know?  Geography and History activity  Online self check quiz (lesson 1-4)  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: The Oregon Country  Clarifying Objective:  SWBAT analyze why Americans wanted the land in the Oregon Country.  -SWBAT evaluate the concept of and justifications for manifest Destiny.  Time Frame:  1st nine weeks  Dates:  Essential Question:  How does geography influence the way people live? | 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:  Joint Occupation, Mountain Man, Emigrant, Prairie Schooner, Manifest Destiny, Plus, Access | Formative:  Bell Ringer pg. 324 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 1: The Oregon Country  Interactive Graphic Organizer- Taking Notes: Sequencing, Time Line Sequencing  Primary Source Activity: The Oregon Country  Reading Essentials and Study Guide for American History- Lesson 1: The Oregon Country  Economic Skill- Pg. 349  Geography Connection- Pg. 351  Summative:  Self Check Quiz (online)  Lesson Review 1  Writing Skills- Students write a paragraph describing what they consider the mission of the United States. Pg. 351 | Online  Video: The Oregon Trail  Interactive Map: Territorial Expansion 1800-1853  Interactive Map: Oregon Country 1846  Interactive Image: The Fur Trade  Interactive Image: The Whitman Massacre  Lecture Slide: Cayuse People  Interactive Graphic Organizer: Time Line Sequencing  Primary Source: Journal of a Trapper |
| Lesson 2: Statehood for Florida and Texas  Clarifying Objective:  SWBAT identify the steps in the process of statehood for Florida.  -SWBAT identify points of view in the War for Independence in Texas.  Time Frame:  Dates:  Essential Question:  Why does conflict develop? | 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:  Tejano, Decree, Barricade, Annex, Establish, Remove | Formative:  Bell Ringer pg. 330 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 2: Statehood for Florida and Texas  Interactive Graphic Organizer- Taking Notes: Sequencing, Key Events in Texas History  Biography: Davy Crockett  Reading Essentials and Study Guide for American History- Lesson 2: Statehood for Florida and Texas  Geography Connection- Pg. 356  Summative:  Lesson Review 2  Writing Skills- Students write a short essay describing a historical event from their own lives. Pg. 356 | Online  Video: Davey Crockett and the Alamo  Slide Show: Florida’s Capitol Buildings  Biography: The Tejano People  Slide Show: Remember the Alamo  Interactive Map: Texas War for Independence 1835-1836  Interactive Graphic Organizer: Key Events in Texas History |
| Lesson 3: War With Mexico  Clarifying Objective:  - SWBAT analyze the importance and the impact of the Santa Fe Trail.  -SWBAT identify points of view in the development of California’s culture.  -SWBAT identify the reasons behind the conflict between the United States or Mexico.  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:  Rancho, Ranchero, Resource, Justify | Formative:  Bell Ringer pg. 360 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 3: War with Mexico  Interactive Graphic Organizer- Taking Notes: Describing, Individual Achievements  Biography: John C. Frémont  Reading Essentials and Study Guide for American History- Lesson 3: War with Mexico  Geography Connection- Pg. 361, 363  Summative:  Self Check Quiz (online)  Lesson Review 3  Writing Skills-  Students adopt the role of an 1800s politician and write a speech arguing for/against going to war with Mexico. Pg. 362 | Online  Video: California’s Early History  Interactive Map: The Santa Fe Trail  Interactive Map: Oregon Country 1846  Lecture Slide: The Santa Fe Trail  Interactive Map: War with Mexico  Primary Source: The Bear Flag  Interactive Graphic Organizer: Individual Achievements |
| Lesson 4: California and Utah  Clarifying Objective:  SWBAT understand cause and effect relationships that followed the discovery of gold in California.  -SWBAT identify the Mormons and analyze why they settled in Utah.  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:  Forty-niner, Boomtowns, Vigilante, Constitution, Incorporate | Formative:  Bell Ringer pg. 365 (teacher edition)  Exit Slip  Guided Reading Activity- Lesson 4: California and Utah  Interactive Graphic Organizer- Taking Notes: Describing, Settling California and Utah  Economics and History Activity: California and Utah  Reading Essentials and Study Guide for American History: Lesson 4: California and Utah  Summative:  Self Check Quiz (online)  Lesson Review 4  Writing Skills-  Students examine the pros and cons of Californios becoming U.S. citizens. | Online  Video: Diverse Population in the West  Biography: Mariano Guadalupe Vallejo  Primary Source: The Gold Rush  Interactive Bar Graph: San Francisco Population Map  Lecture Slide: Joseph Smith  Lecture Slide: Brigham Young  Economics of History Activity: California and Utah  Interactive Graphic Organizer: Settling California and Utah |