|  |
| --- |
| **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: |
| Chapter Name: Growth and ExpansionClarifying Objective(s):-SWBAT analyze why industrial growth began in New England.-SWBAT draw conclusions about how the growth of factories contributed to the Industrial Revolution.-SWBAT identify and evaluate the elements of the free enterprise system.-SWBAT compare agriculture in the different regions of the country.- SWBAT analyze how cotton farming affected slavery. -SWBAT identify and evaluate modes of transportation during the Industrial Revolution. -SWBAT analyze the impact of the Erie Canal on transportation and industry.-SWBAT analyze life in western settlements. -SWBAT compare issues regarding the power of the federal government and states. -SWBAT analyze and evaluate the consequences of landmark Supreme Court decisions.-SWBAT summarize the Missouri Compromise.-SWBAT analyze the causes and effects of sectionalism.-SWBAT identify points of view of important leaders of the time period. Time Frame:1st 9 weeksDates: Essential Question:Why does conflict develop?How does geography influence the way people live? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy 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*)Cotton Gin, Interchangeable Part, Patent, Capitalism, Capital, Free Enterprise, Technology, Element, Census, Turnpike, Canal, Lock, Revel, Region, Sectionalism, Monopoly, Interstate Commerce, Cede, Internal | Formative: Lesson 1 Review pg. 301Lesson 2 review pg. 307Lesson 3 Review pg. 315Interactive Worksheets (printable)Reading Essentials and Study GuideSelf Check Quiz (online)Summative: Chapter 11 Assessment pg. 319-320Chapter 11 Activities- pg 318End 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. 293B (teacher edition) | ***Online***Chapter Summary Vocabulary BuilderWhat Do you Know?Geography and History activityOnline self check quiz (lesson 1-3)Reading Essentials & Study Guide : Student WorkbookWrite 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: A growing EconomyClarifying Objective: SWBAT analyze why industrial growth began in New England.-SWBAT draw conclusions about how the growth of factories contributed to the Industrial Revolution.-SWBAT identify and evaluate the elements of the free enterprise system.-SWBAT compare agriculture in the different regions of the country.- SWBAT analyze how cotton farming affected slavery. Time Frame:1st nine weeksDates:Essential Question: How does geography influence the way people live? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy 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, ComplexContent Vocabulary:Cotton Gin, Interchangeable Part, Patent, Capitalism, Capital, Free Enterprise, Technology, Element  | Formative:Bell Ringer pg. 296 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 1: A Growing EconomyInteractive Graphic Organizer- Taking Notes: Finding the Main Idea, Free Enterprise SystemGeography and History Activity: A Growing EconomyReading Essentials and Study Guide for American History-Lesson 1: A Growing Economy Diagram Skills- Pg. 298Infographic- Pg. 299Summative: Self Check Quiz (online)Lesson Review 1 Writing Skills- Students write about technological device and impact it has on their lives. Pg. 296 | OnlineVideo: An Industrial Revolution in the Northern Region of the United StatesLecture Slide: Technological AdvancesPrimary Sources: The Lowell OfferingInteractive Image: Water MillsInteractive Whiteboard Activity: The Textile IndustryInteractive Graphic Organizer: Free Enterprise SystemInteractive Graph: Measuring PopulationLecture Slide: CorporationInteractive Image: South Street, New YorkGeography and History Activity: A Growing Economy  |
| Lesson 2: Moving WestClarifying Objective:SWBAT identify and evaluate modes of transportation during the Industrial Revolution. -SWBAT analyze the impact of the Erie Canal on transportation and industry.-SWBAT analyze life in western settlements. Time Frame:Dates:Essential Question:How does geography influence the way people live? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy 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:Census, Turnpike, Canal, Lock, Revel, Region | Formative:Bell Ringer pg. 302 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 2: Moving WestInteractive Graphic Organizer- Taking Notes: Sequencing, Developments in TransportationReading Essentials and Study Guide for American History- Lesson 2: Moving West Geography Connection- Pg. 303, Pg. 305Summrative:Lesson Review 2Writing 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 | OnlineVideo: Daniel BooneLecture Slide: Great River CivilizationsInteractive Graphic Organizer: Developments in TransportationInteractive Map: The National Road 1811-1837Lecture Slide: Steam PowerSlide Show: The Erie CanalInteractive Map: Canals 1820-1860Interactive Image: Pioneer Life |
| Lesson 3: Unity and SectionalismClarifying Objective:SWBAT compare issues regarding the power of the federal government and states. -SWBAT analyze and evaluate the consequences of landmark Supreme Court decisions.-SWBAT summarize the Missouri Compromise.-SWBAT analyze the causes and effects of sectionalism.-SWBAT identify points of view of important leaders of the time period. Time Frame:Dates:Essential Question:Why does conflict develop? | Technology Standards8.SI.1.2 8.SI.1.38.TT.1.18.TT.1.28.TT.1.38.RP.1.18.RP.1.2Literacy 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, ComplexContent Vocabulary:Sectionalism, Monopoly, Interstate Commerce, Cede, Internal | Formative:Bell Ringer pg. 308 (teacher edition)  Exit SlipGuided Reading Activity- Lesson 3: Unity and SectionalismInteractive Graphic Organizer- Taking Notes: Determining Cause and Effect, The Missouri CompromisePrimary Source Activity: Unity and SectionalismInteractive Image: Mexican Leaders Declare IndependenceReading Essentials and Study Guide for American History- Lesson 3: Unity and Sectionalism Geography Connection- pg. 312, Pg. 313 Summative: Self Check Quiz (online)Lesson Review 3Writing Skills- Students write about how the War of 1812 changed sentiments about central government. Pg. 308Students write a paragraph describing how general Andrew Jackson and Secretary of State Adams established U.S. rule in Florida. Pg. 314 | OnlineVideo: President James Monroe and the Era of Good FeelingsInteractive Image: Henry ClayInteractive Image: The Second Bank of the United StatesLecture Slide: National Banking SystemInteractive Graphic Organizer: The Missouri CompromiseInteractive Map: The Missouri CompromiseLecture Slide: A New Relationship with the “Old World”Interactive Map: Acquisition of FloridaLecture Slide: SeminolesInteractive Chart: The Seminole WarsPrimary Source Activity: Unity and Sectionalism  |