

Kent City Middle School Curriculum Map for 8th Grade

Duration	Unit Name/ Essential Questions & Vocab	Content & HSCE	Assessment	Literacy Activities	Skills
35 days	<p>Unit 1: Foundations of a New Nation</p> <ul style="list-style-type: none"> • To what rights are all people entitled? • What colonial experiences with Great Britain led to the formation of a new government? • What colonial experiences with self-government influenced the formation of our government? • Why did colonists want to break away from England? <p>Rights (Bill of Rights, Magna Carta) Colonial (Colony) Parliament Petition Class Economy Patriots Loyalists (Tories) *Allies (Ally) Revolution Militia</p>	<p>8.1 Foundations and Review</p> <p>TLW describe the experiences and documents that led to the American Revolution and analyze the consequences of this event.</p>	<p>Summative Unit Assessments (3) – multiple choice questions, map skills, primary source readings, & short answer questions.</p> <p>Declaration of Independence Children’s Book</p>	<p>*Close Reading Chapter 4 *Primary Source reading - Ben Franklin, <u>Poor Richard’s Almanack</u> *Close Reading Chapter 5 *Graphic Organizers, *Primary Source reading – Boston Massacre British report Close reading *Chapter 6 Graphic Organizer *Primary Source – Declaration of Independence *Rewriting of the Declaration of Independence</p>	<p>Organization of Informational Text</p> <p>Reading of Primary Source documents</p> <p>Map Skills</p> <p>Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, and comparing and contrasting.</p>

	<p>Tyranny Repeal Boycott Guerrilla Fighting Triangle Trade</p>				
32 days	<p>Unit 2: Challenges to an Emerging Nation</p> <ul style="list-style-type: none"> • How did political and social leaders attempt to meet the domestic and foreign challenges facing the new government? • How did competing ideas, experiences of political leaders, and fears of the Founders influence the development of political parties? • How did the decisions by the President and Congress and decisions of the Supreme Court help to define the authority of the national government? <p>Vocabulary:</p>	<p>8.2 Challenges of the New Nation</p> <p>TLW explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.</p> <p>TLW analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.</p>	<p>Summative Unit Assessments (2) – multiple choice questions, map skills, primary source readings, & short answer questions.</p>	<p>*Close Reading of Chapter 8 *Graphic Organizer Chapter 8 *Primary Source – <u>Federalist Papers</u> *Close Reading of Chapter 11 *Graphic Organizer Chapter 11 *<u>Washington’s Farewell</u> *<u>The Marshall Court & Judicial Review</u> *<u>Monroe Doctrine</u></p>	<p>*Organization of Informational Text</p> <p>*Reading of Primary Source documents</p> <p>*Map Skills</p> <p>*Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, and comparing and contrasting.</p>

	<p>Articles of Confederation Confederation Territory Arsenal Delegates Enlightenment Republic State’s Rights National Bank Judicial Review Inauguration Aliens Nullify Platform Acts (Alien & Sedition Acts) Monroe Doctrine Impressment</p>				
32 days	<p>Unit 3: Regional and Economic Growth</p> <ul style="list-style-type: none"> • How did increased agricultural productivity affect society? • What social changes occurred as a direct result of advancements in industry? 	<p>8.4 United States – First Three Decades</p> <p>TLW describe and analyze the nature and impact of the territorial, demographic, and economic growth in the early years of the new nation using maps, charts, and other evidence.</p>	<p>Westward Movement Game</p> <p>Document Based Question – Was the United States justified in going to war with Mexico?</p>	<p>Document Based Question – Was the United States justified in going to war with Mexico?</p> <p>*Primary Source – Map showing annexation of Indian Territories and “Trail of Tears”</p> <p>*Primary Source – Map of Louisiana Purchase</p>	<p>Primary/Secondary Source Evaluation</p> <p>Persuasive Essay</p> <p>Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, and comparing and contrasting.</p>

	<ul style="list-style-type: none"> • What were the consequences of westward expansion? • What were the ideological tenets of slavery and the resulting consequences? <p>Vocabulary: Louisiana Purchase Jacksonian Democracy Indian Removal Act Roman Catholic Protestant Annexation Manifest Destiny</p>			*Primary Source – Map showing the annexation of American Southwest	
21 days	Unit 4: Changes to cities, industry and trade <ul style="list-style-type: none"> • How did economic changes (such as industrialization) impact the labor forces? • How did new innovations in transportation affect expansion and growth in America? • What changes occurred in the lives of immigrants, 	8.9 Changes – Cities Industry & Trade <p>TLW analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in the last half of the 19th century.</p>	Summative Unit Assessments (2) – multiple choice questions, map skills, primary source readings, & short answer questions.	*Close Reading of Chapter 19 *Graphic Organizer Chapter 19 *Primary Source – <u>Description of Lowell, Massachusetts</u>	*Organization of Informational Text *Reading of Primary Source documents *Map Skills *Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, and comparing and contrasting.

	<p>African Americans, and American Indians?</p> <p>Vocabulary: Society Economy</p> <p>Immigrants Industrial Revolution Plantation Cotton Gin Industrialist Industrialization Agrarian</p>				
15 Days	<p>Unit 5: Antebellum Reform Movements</p> <ul style="list-style-type: none"> • How did public education evolve? • How did religion shape reform movements of this time? • How did women’s rights evolve during this time period? • What role did key abolitionists play in the growing anti-slavery movement? • What were the goals and effects of the 	<p>8.5 Growth of American Reform Movements</p> <p>TLW analyze the growth of antebellum American reform movements.</p> <p>TLW analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.</p>	<p>Summative Unit Assessments (2) – multiple choice questions, map skills, primary source readings, & short answer questions.</p>	<p>*Close Reading of Chapter 18 *Graphic Organizer Chapter 18 *Primary Source – <u>Declaration of Sentiments</u></p>	<p>*Organization of Informational Text</p> <p>*Reading of Primary Source documents</p> <p>*Map Skills</p> <p>*Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, and comparing and contrasting.</p>

	<p>antebellum temperance movement?</p> <p>Vocabulary:</p> <p>Antebellum Temperance Abolitionist Reformers Women’s Rights Compulsory Public Education Democratic ideals</p>				
40 days	<p>Unit 6: Civil War - Causes & Consequences</p> <p>What caused the Southern states to secede?</p> <ul style="list-style-type: none"> • What far-reaching/long-lasting changes occurred as a result of the Civil War? • What role did Lincoln and his thoughts play in the Civil War? • What were the critical factors that led to the North winning the Civil War? <p>Vocabulary: Secession</p>	<p>8.7 Civil War – Causes & Consequences</p> <p>TLW evaluate the multiple causes, key events, and complex consequences of the Civil War.</p>	<p>Summative Unit Assessments (2) – multiple choice questions, map skills, primary source readings, & short answer questions.</p>	<p>*Close Reading of Chapter 20 *Graphic Organizer Chapter 20 *Close Reading of Chapter 21 *Graphic Organizer Chapter 21 *Close Reading of Chapter 22 *Graphic Organizer of Chapter 22 *Primary Source – excerpt of Uncle Tom’s Cabin *Primary Source – Opinions of the Supreme Court in the Dred Scott case *Primary Source - Map showing</p>	<p>*Organization of Informational Text</p> <p>*Reading of Primary Source documents</p> <p>*Map Skills</p> <p>*Employ critical thinking skills for cause and effect, problem solving, identifying perspectives, and comparing and contrasting.</p>

	Fugitive Draft “the Union” The Confederacy Emancipation Border State Compromise of 1850 Missouri Compromise State’s Rights Federalism Popular Sovereignty Kansas-Nebraska Act Secession			distribution of slaves	
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