

WCSD SOCIAL STUDIES SCOPE AND SEQUENCE: 8th GRADE SOCIAL STUDIES

UNIT OF STUDY (1 ST quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Reads, Argumentative Writing, DBQ's, and Research Based Discussions)
Unit #1 Civil War Review	H2.18-.21	1-2	<ul style="list-style-type: none"> • What were the causes of the Civil War? • What effects did the war have on various groups, individuals, and the nation as a whole? 	<ul style="list-style-type: none"> • Identify and describe the causes, key people, and events of the Civil War. • Identify and discuss the immediate outcomes and long term effects of the Civil War. 	<p><u>DBQ Binder:</u></p> <p><u>Project Tahoe:</u></p> <ul style="list-style-type: none"> • Was Slavery the Most Important Cause of the Civil War? (DBQ) <p><u>SHEG:</u></p> <p><u>C3 Inquiries:</u></p>
Unit #2 Reconstruction	H.{6-8}2.20, H.{6-8}2,21, H. {6-8} 3.9 H. {6-8} 3.10 C {6-8} 15.2 C {6-8} 15.3	2-3	<ul style="list-style-type: none"> • What is a reconstruction? • In what ways was Reconstruction successful and in what ways was it a failure? • Why is it necessary to protect individual rights in a democratic society? 	<ul style="list-style-type: none"> • Summarize and analyze the successes and failures of Reconstruction. • Identify the 13th, 14th, and 15th Amendments and explain their impact on the expansion of human rights. • Describe the Black Codes and Jim Crow Laws and explain how they contributed to <i>discrimination and segregation</i> in society. 	<p><u>DBQ Binder:</u></p> <ul style="list-style-type: none"> • North or South? Who Killed Reconstruction? <p><u>Project Tahoe:</u></p> <p><u>SHEG:</u></p> <ul style="list-style-type: none"> • Radical Reconstruction • Thomas Nast's Political Cartoons • Sharecropping • Reconstruction SAC <p><u>C3 Inquiries:</u></p>

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<p>Unit #3</p> <p>The Closing of the Frontier</p>	<p>H{6-8} 1.7 H{6-8} 1.8 H{6-8} 1.9 H {6-8} 1.10 H{6-8} 2.3 H {6-8} 2.4 G {6-8} 7.2 G {6-8} 8.2 E {6-8} 11.5</p>	<p>3-4</p>	<ul style="list-style-type: none"> • What were the political, economic, and cultural reasons for westward migration? • In what ways did the government support western settlement? • What was the importance of natural resources and the railroad in the settlement of the West? • How were Native Americans threatened and removed by the closing of the frontier? In what ways did their culture change? 	<ul style="list-style-type: none"> • Explore the lure and role of farming, mining, ranching, railroads, and communication in the settlement of the West. • Describe how movements of people, goods, ideas, and resources affected Western settlement. • Identify and explain the importance of immigrant and native groups in settling the West. • Analyze the interactions between the U.S. and Native Americans as the frontier closes. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • The Long Drive: Will you Re-Up Next Year? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • American Indians and Buffalo Soldiers (Close Reading) • Memories Recalled by A 49er Woman For Her Daughter (Close Reading) <p>SHEG:</p> <ul style="list-style-type: none"> • Chinese Immigration and Exclusion • Battle of Little Bighorn • Populism and the Election of 1896 <p>C3 Inquiries:</p>

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<p style="text-align: center;">Unit #4</p> <p style="text-align: center;">The Gilded Age</p>	H {6-8} 2.22 H{6-8} 3.8 E {6-8} 9.5 E {6-8}10.10 E {6-8} 10.11 E{6-8} 10.6	2-4	<ul style="list-style-type: none"> • What does it mean to industrialize? • How did industrialization and urbanization effect the development of the United States? • What was the American Dream and was it achieved by immigrant groups? • How did organized labor react to the rise of capitalism? 	<ul style="list-style-type: none"> • Describe the effects of industrialization and new technologies on the development of the U.S. • Explain why immigrants groups came to America and the effects they had on economic development. • Investigate the rise of capitalism and the reaction of organized labor. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • The Philanthropy of Andrew Carnegie: Did it make him a hero? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Robber barons or captains of industry? (Seminar Discussion) • Were Industrialists Good for America? (Discussion Lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • The Homestead Strike • Albert Parsons SAC • Pullman Strike <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • The Gilded Age: Is Greed Good?

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<p style="text-align: center;">Unit #5</p> <p style="text-align: center;">The Progressive Era</p>	H{6-8} 1.8 H {6-8} 2.22 H{6-8} 3.11 H{6-8} 4.9 E {6-8} 11.4 E {6-8} 11.5 E {6-8} 11.6 E {6-8} 12.3 C {6-8}15.2 C{6-8} 15.3	2-3	<ul style="list-style-type: none"> • What does it mean to be a <i>Progressive</i>? • What does it mean to <i>reform</i> society and how do you do it? • How successful was the Progressive Movement in reforming America? 	<ul style="list-style-type: none"> • Explain the ways in which America needed to be reformed. • Discuss the ways in which reformers went about changing society. • Identify and discuss the various groups and individuals who attempted to reform America. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Progressivism: Where will you put your million dollars? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • The Jungle (Close Reading) • Hyphenated Americanism (Close Reading) • Declaration of Sentiments (Close Reading) • Why was the Triangle Shirtwaist Fire of 1911 a disaster of epic proportions and how did it create changes in law? (DBQ) • Indian Boarding Schools: Tools of Forced Assimilation? (CL) • Women's Suffrage (OUT) <p>SHEG:</p> <ul style="list-style-type: none"> • Political Bosses • Jacob Riis • Settlement House Movement SAC • Japanese Segregation in San Francisco • Booker T Washington v. W.E.B. Dubois • Background On Woman Suffrage • Anti-Suffragists <p>C3 Inquiries:</p>

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<p style="text-align: center;">Unit #6</p> <p style="text-align: center;">Imperialism</p>	H {6-8} 2.6 H {6-8} 2.7 H {6-8} 2.15 G {6-8} 8.8 C {6-8} 1.4 C {6-8} 16.4	2-3	<ul style="list-style-type: none"> • Why did America expand abroad? • How did America gain overseas territories and build an empire? • What is <i>imperialism</i> and how long has America been engaged in it? • What is foreign policy? • In what ways did America's foreign policy shift from 1890-1920? 	<ul style="list-style-type: none"> • Analyze the ways in which the U.S. acquired new territories and colonies. • Explore the interactions between the U.S. and their newly acquired lands and peoples. • Discuss how imperialism contributed to WWI. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Should the United States Have Annexed the Philippines? <p>Project Tahoe:</p> <p>SHEG:</p> <ul style="list-style-type: none"> • Maine Explosion • Spanish-American War • Philippine-American War Political Cartoons • Soldiers in the Philippines <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • American Expansion: Was American Expansion Abroad Justified?

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UNIT OF STUDY (3 rd quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Reads, Argumentative Writing, DBQ's, and Research Based Discussions)
<p style="text-align: center;">Unit #7</p> <p>World War I</p>	H{6-8} 1.11 H{6-8} 4.5 H{6-8} 4.6 C{6-8} 15.5 C{6-8} 16.3 C {6-8} 16.4 G {6-8} 6.8 G {6-8} 7.5	3-4	<ul style="list-style-type: none"> • Why did WWI erupt in 1914? • Why did the U.S. end neutrality and enter the war in 1917? • How did industry and technology affect warfare? • How did propaganda influence people during WWI? • Should a country punish or forgive their enemies after war? 	<ul style="list-style-type: none"> • Identify the overall causes of WWI and explore why the U.S. became involved. • Examine the evolving and modern nature of warfare. • Explain the effects of WWI on the home front. • Evaluate the peace process at home and abroad. 	<p><u>DBQ Binder:</u></p> <p><u>Project Tahoe:</u></p> <ul style="list-style-type: none"> • The Red Baron Scores Two Victories (One Pager) • The Sedition Act (One Pager) • Wilson's Reasons For Entering WWI (One Pager) • WWI Gas Attack (One Pager) • Defeating The League of Nations (Close Reading) • Women's Roles in WWI (OUT) <p><u>SHEG:</u></p> <ul style="list-style-type: none"> • US Entry into WWI • Sedition in WWI • League of Nations <p><u>C3 Inquiries:</u></p>

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<p>Unit #8</p> <p>1920s</p>	<p>H. {6-8} 1.6 H. {6-8} 1.11 H{6-8} 2.6 H{6-8} 3.12 E {6-8} 10.4 E {6-8} 10.6 G {6-8} 6.4 G {6-8} 7.7</p>	<p>3-4</p>	<ul style="list-style-type: none"> • Did America “return to normal” after WWI? • Why did Americans fear foreigners and people who were different? • What were the major social, cultural, and technological developments? • Was Prohibition successful? • How did the lives of women change? • How did consumerism drive the American economy? 	<ul style="list-style-type: none"> • Explain nativism and the Red Scare. • Explore the effects of African-American culture on rural and urban society. • Analyze the successes and failures of Prohibition. • Examine Women’s rights and roles in the 1920s. • Investigate the economy of the 1920s (ie: stock market, credit, consumerism, laissez-faire) 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Prohibition: Why Did America Change its Mind? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • What Role did the movies play in forming a new generation of youth after WWI? (Discussion Lesson) • How did Jazz Music during the 1920s reflect a change of culture for America? (Discussion Lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • Chicago Race Riots of 1919 • Prohibition • Marcus Garvey • Palmer Raids • Scopes Trial • Mexican Labor in the 1920s <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • Immigration: Is Anything New about Today’s Immigration Policy Debate?

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<p style="text-align: center;">Unit #8</p> <p style="text-align: center;">The Great Depression</p>	H{6-8} 2.23 E{6-8} 9.1 E{6-8} 9.3 E{6-8} 9.5 E{6-8} 10.3 E {6-8} 10.4 C {6-8} 15.2 C {6-8} 15.3 C{6-8} 15.4	1-2 1-2	<ul style="list-style-type: none"> • How did the events and policies of the 1920s cause the Great Depression? • In what ways were people affected by the depression? • Why did people move and migrate during the depression? • How effective was the government during the depression? 	<ul style="list-style-type: none"> • Examine the causes of the Great Depression. • Discuss the impacts the depression had on American society. • Explain what happened as a result of the Dust Bowl. • Analyze the role and actions of the government in response to the depression. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • What Caused the Dust Bowl? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Black Sunday: April 4th, 1935 (One Pager) • Migrant Mother (One Pager) • How effective was the New Deal in Responding to the Dust Bowl Tragedies? (Discussion Lesson) • Migrating West During the • American Dustbowl (DBQ) <p>SHEG:</p> <ul style="list-style-type: none"> • Social Security • New Deal SAC • The Dust Bowl <p>C3 Inquiries:</p> <ul style="list-style-type: none"> • The New Deal: Was the New Deal a Good Deal?

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UNIT OF STUDY (4 th quarter)	STANDARDS	TIME FRAME APPROX WEEKS	ESSENTIAL QUESTION(S)	MOST IMPORTANT IDEAS TO KNOW IN THIS UNIT	COMMON CORE CONNECTIONS (Close Reads, Argumentative Writing, DBQ's, and Research Based Discussions)
<p style="text-align: center;">Unit #9</p> <p style="text-align: center;">World War II</p>	H{6-8} 4.7 H{6-8} 4.8 H{6-8} 1.11 C{6-8} 15.4 C{6-8} 15.5 C{6-8} 16.2 C{6-8} 16.4	4-6	<ul style="list-style-type: none"> • When should the U.S. have entered WWII? • What does it mean to <i>oppress</i> people? • What was the meaning of freedom at home and abroad? • In what ways did industry and technology make the holocaust a modern <i>genocide</i>? • How did propaganda contribute to WWII both at home and abroad? • Should the U.S. government interned Japanese-Americans? • Was the dropping of the Atomic bombs on Japan necessary? 	<ul style="list-style-type: none"> • Identify the causes of WWII and the reasons for U.S. entry into the war. • Define the world's major political systems. • Examine the rise of the Nazi Party and the Holocaust. • Compare and contrast the War in Europe with the War in the Pacific. • Identify the effects of WWII on the home front (PPP- Propaganda, Production, and People doing their Part). • Analyze the internment of Japanese-Americans. • Discuss the decision to drop the Atomic bombs on Japan. 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Why did Japan Bomb Pearl Harbor? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Executive Order 9066 (Close Reading) • "A Day that will Live in Infamy" speech. (Close Reading) • Eyewitness to the Holocaust (Close Reading) • Was the Internment of Japanese Americans Constitutional? (Discussion Lesson) • Who was more American: Japanese Americans who dissented against internment or those that supported the war effort? (Discussion Lesson) • Why were Japanese Americans Interned? (Discussion Lesson) • Japanese Internment: National Security or Racial Prejudice? (DBQ) • Did Roosevelt know about the attack on Pearl Harbor prior to December 7, 1941? (Discussion Lesson) • Why did America drop the atomic bomb? (Discussion Lesson) • Was the US justified in dropping the bombs on Hiroshima and Nagasaki? (Discussion Lesson).

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					<p>SHEG:</p> <ul style="list-style-type: none">• Zoot Suit Riots• The Atomic Bomb• Japanese Internment <p>C3 Inquiries:</p> <ul style="list-style-type: none">• Japanese American Internment: Should Freedom Be Sacrificed in the Name of National Security?
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<p>Unit #10</p> <p>Cold War and Effects of WWII</p>	<p>H {6-8} 4.8 G {6-8} 7.2 C {6-8} 15.5 C {6-8} 16.6</p>	<p>1-2</p>	<ul style="list-style-type: none"> • How can allies become enemies in a short amount of time? • Why did an arms race develop after WWII and what role did Nevada play in it? • Why did a larger civil rights movement evolve after WWII? 	<ul style="list-style-type: none"> • Explain how the end of WWII contributed to the <i>Cold War</i> (effects of war). • Explore the <i>arms race</i> and Nevada's role in it (effects of war). • Investigate the ways in which fighting oppression abroad during WWII contributed to a stronger civil rights movement at home (effects of war) 	<p>DBQ Binder:</p> <ul style="list-style-type: none"> • Berlin, Korea, Cuba: How did the US Contain Communism? <p>Project Tahoe:</p> <ul style="list-style-type: none"> • Was Congress's violation of the First Amendment during the McCarthy Era Justified? (Discussion Lesson) <p>SHEG:</p> <ul style="list-style-type: none"> • The Cold War <p>C3 Inquiries:</p>