

8th Grade Social Studies Curriculum

Unit	Materials	Standard	Timeline
Unit 1 The Nation Breaks Apart Chapter 15 A Divided Nation Chapter 16 The Civil War African American History (MANDATED)	Holt Call to Freedom Discovery Education/United Streaming Videos Geography maps Literature connection Global Connections Biographies Power Point A Nation Divided Project Postcards from a soldier	<p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p> <p>15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p> <p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p> <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	5 weeks

<p>Unit 2 The Nation Breaks Apart</p> <p>Chapter 17 Reconstruction</p>	<p>Holt Call to Freedom</p> <p>Discovery Education/United Streaming Videos</p> <p>Geography maps</p> <p>Literature connection</p> <p>Global Connections</p> <p>Biographies</p> <p>Power Point</p>	<p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>15.B.3a Describe the “market clearing price” of a good or service.</p> <p>15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p> <p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.A.3c Identify the differences between historical fact and interpretation.</p> <p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p>16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p> <p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.</p>	<p>3 weeks</p>

<p>Unit 3 A Growing America</p> <p>Chapter 18 The West</p>	<p>Holt Call to Freedom</p> <p>Discovery Education/United Streaming Videos</p> <p>Geography maps</p> <p>Literature connection</p> <p>Global Connections</p> <p>Biographies</p> <p>Power Point</p>	<p>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p> <p>17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</p> <p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p> <p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	<p>2 weeks</p>
<p>Unit 4 A Growing America</p> <p>Chapter 19 An Industrial and Urban Nation</p> <p>Chapter 20 The Spirit of Reform</p>	<p>Holt Call to Freedom</p> <p>Discovery Education/United Streaming Videos</p> <p>Geography maps</p> <p>Literature connection</p> <p>Global Connections</p> <p>Biographies</p> <p>Power Point</p>	<p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p> <p>15.A.3a Explain how market prices signal producers about what, how and how much to produce.</p> <p>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation's economy as a whole.</p> <p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p>15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p> <p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.</p> <p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p> <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p>5-7 weeks</p>

<p>Unit 5 America Becomes a Word Leader</p> <p>Chapter 21 America as a World Power</p> <p>Chapter 22 WWI</p>	<p>Holt Call to Freedom</p> <p>Discovery Education/United Streaming Videos</p> <p>Geography maps</p> <p>Literature connection</p> <p>Global Connections</p> <p>Biographies</p> <p>Power Point</p>	<p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole.</p> <p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p>15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p>16.C.3c (W) Describe the impact of technology (e.g., weaponry, transportation, printing press, microchips) in different parts of the world, 1500 - present.</p> <p>16.E.3a (US) Describe how early settlers in Illinois and the United States adapted to, used and changed the environment prior to 1818.</p> <p>16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p> <p>17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</p> <p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p> <p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p> <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p>3 weeks</p>

<p>Unit 6 America Becomes a World Leader</p> <p>Chapter 23 The Roaring Twenties</p> <p>Arbor Day (MANDATED)</p>	<p>Holt Call to Freedom</p> <p>Discovery Education/United Streaming Videos</p> <p>Geography maps</p> <p>Literature connection</p> <p>Global Connections</p> <p>Biographies</p> <p>Decade Project</p>	<p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p> <p>15.A.3c Describe the relationship between consumer purchases and businesses paying for productive resources.</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole.</p> <p>15.B.3b Explain the effects of choice and competition on individuals and the economy as a whole.</p> <p>16.A.3a Describe how historians use models for organizing historical interpretation (e.g., biographies, political events, issues and conflicts).</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.C.3b (US) Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.</p> <p>16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p> <p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.</p> <p>17.A.3a Explain how people use geographic markers and boundaries to analyze and navigate the Earth (e.g., hemispheres, meridians, continents, bodies of water).</p> <p>17.C.3c Analyze how human processes influence settlement patterns including migration and population growth.</p> <p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p> <p>18.B.3a Analyze how individuals and groups interact with and within institutions (e.g., educational, military).</p>	<p>2-3 weeks</p>

<p>Unit 7 A world in Crisis</p> <p>Irish Famine (MANDATED)</p> <p>Chapter 24 The Great Depression</p> <p>History of Women (MANDATED)</p>	<p>Holt Call to Freedom</p> <p>Discovery Education/United Streaming Videos</p> <p>Geography maps</p> <p>Literature connection</p> <p>Global Connections</p> <p>Biographies</p> <p>Power Point</p> <p>Cinderella Man Movie</p>	<p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p> <p>15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).</p> <p>15.A.3b Explain the relationship between productivity and wages.</p> <p>15.B.3a Describe the “market clearing price” of a good or service.</p> <p>15.D.3a Explain the effects of increasing and declining imports and exports to an individual and to the nation’s economy as a whole.</p> <p>15.D.3c Explain how workers can affect their productivity through training and by using tools, machinery and technology.</p> <p>15.E.3b Explain how laws and government policies (e.g., property rights, contract enforcement, standard weights/measurements) establish rules that help a market economy function effectively.</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.E.3b (US) Describe how the largely rural population of the United States adapted, used and changed the environment after 1818.</p> <p>16.E.3c (US) Describe the impact of urbanization and suburbanization, 1850 - present, on the environment.</p> <p>17.D.3a Explain how and why spatial patterns of settlement change over time.</p> <p>18.A.3 Explain how language, literature, the arts, architecture and traditions contribute to the development and transmission of culture.</p> <p>18.B.3b Explain how social institutions contribute to the development and transmission of culture.</p>	<p>3 weeks</p>

<p>Unit 8</p> <p>Chapter 25 WWII</p> <p>Holocaust (MANDATED)</p>	<p>Holt Call to Freedom</p> <p>Discovery Education/United Streaming Videos</p> <p>Geography maps</p> <p>Literature connection</p> <p>Global Connections</p> <p>Biographies</p> <p>Power Point</p> <p>WWII project</p>	<p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>15.A.3d Describe the causes of unemployment (e.g., seasonal fluctuation in demand, changing jobs, changing skill requirements, national spending).</p> <p>15.A.3b Explain the relationship between productivity and wages.</p> <p>15.B.3a Describe the “market clearing price” of a good or service.</p> <p>15.C.3 Identify and explain the effects of various incentives to produce a good or service.</p> <p>16.A.3b Make inferences about historical events and eras using historical maps and other historical sources.</p> <p>16.B.3d (US) Describe ways in which the United States developed as a world political power.</p> <p>16.D.3 (W) Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, slave trading.</p> <p>17.A.3b Explain how to make and use geographic representations to provide and enhance spatial information including maps, graphs, charts, models, aerial photographs, satellite images.</p> <p>17.D.3b Explain how interactions of geographic factors have shaped present conditions.</p>	<p>5 weeks</p>
<p>Unit 9</p> <p>Civics and Patriotism (MANDATED)</p> <p>American Law Week (MANDATED)</p>	<p>Illinois Constitution Books</p>	<p>14.A.3 Describe how responsibilities are shared and limited by the United States and Illinois Constitutions and significant court decisions.</p> <p>14.B.3 Identify and compare the basic political systems of Illinois and the United States as prescribed in their constitutions.</p> <p>14.C.3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation.</p> <p>14.D.3 Describe roles and influences of individuals, groups and media in shaping current Illinois and United States public policy (e.g., general public opinion, special interest groups, formal parties, media).</p> <p>14.E.3 Compare the basic principles of the United States and its international interests (e.g., territory, environment, trade, use of technology).</p> <p>14.F.3a Analyze historical influences on the development of political ideas and practices as enumerated in the Declaration of Independence, the United States Constitution, the Bill of Rights and the Illinois Constitution.</p>	

		14.F.3b Describe how United States political ideas and traditions were instituted in the Constitution and the Bill of Rights.	
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