

**Dolton School District 148
Curriculum Mapping Grade 8
Social Studies Assessment Frameworks**

August/September

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources/ Differentiation	Links	Assessment
Week 1	16.D.5 Analyze the relationship between an issue in US social history and the related aspects of political, economic and environmental history.	Unit 1: Civil War & Reconstruction Chapter 1 – Toward Civil War 1.1 Slavery and the West p. 6-9	Reading Goal: Cause and Effect Content: sectionalism, secede, fugitive, abstain Academic Vocabulary – temporary, regulate	Daily Test Practice Transparencies Reading and Note-taking Guide p.1-3 Foldable SE p. 5 Graphic Organizer Transparencies -Cause and Effect Chart pgs. 29-32 Authentic Assessment with Rubrics -Activity 1 pg. 1 for Chapter 1 Unit Resources – Civil War and Reconstruction	Chapter 1 Overview – www.glencoe.com Student Edition on CD	Chapter 1, Lesson 1 Quiz
Week 2		1.2 A Nation Dividing p. 10-13 1.3 Challenges to Slavery p. 14-19	Content: popular sovereignty, civil war, border ruffians, arsenal, martyr Academic: network, inevitable, rigid, topic	Daily Test Practice Transparencies Reading and Note-taking Guide p. 4-9		Chapter 1, Lesson 2, 3 quiz
Week 3		1.4 Secession and War p. 20-24 Chapter 1 Review	Content: secession, states' rights Academic: reject, justify	Daily Test Practice Transparencies Reading and Note-taking Guide p. 10-12		Chapter 1 – Visual Summary SE p. 25 Chapter 1 – Standardized Test Practice SE p. 28-29 Chapter 1 Test
Week 4	14.F.4a Determine the historical events and processes that brought about changes in US political ideas and traditions. 15.C.4a Analyze the impact of political actions and natural phenomena on producers and production decisions.	Chapter 2 – The Civil War 2.1 The Two Sides p. 32-37 2.2 Early Stages of the War p. 38-47	Content: border state, export, blockade, tributary, casualty, ironclad Academic: contrast, challenge, abandon, impact,	Daily Test Practice Transparencies Reading and Note-taking Guide p. 13-18 Foldable SE p. 31 Authentic Assessment with Rubrics -Activity 2 pg. 2 for Chapter 2	Chapter 2 Overview – www.glencoe.com Student Edition on CD	Chapter 2, Lesson 1 & 2 Quiz

Week 5	15.A.4c Analyze the impact of inflation on an individual and the economy as a whole	2.3 Life During the War p. 48-55 2.4 The Strain of War p. 56-63	Content: , habeas corpus, greenback, draft, inflation, bounty, entrench, siege Academic: distribute, substitute, nevertheless, encounter	Daily Test Practice Transparencies Reading and Note-taking Guide p. 19-24		Chapter 2, Lesson 3 & 4 Quiz
Week 6		2.5 The War's Final Stages p. 64-70 Chapter 2 Review	Content: total war, resistance Academic: series, interpret	Daily Test Practice Transparencies Reading and Note-taking Guide p. 25-27		Chapter 2 – Visual Summary SE p. 71 Chapter 2 – Standardized Test Practice SE p. 72-73 Chapter 2 Test
Week 7		Chapter 3 – Reconstruction and the New South 3.1 Reconstruction Plans p. 76-79 3.2 Radicals in Control p. 80-85	Reading Goal: Compare and Contrast Content: Reconstruction, amnesty, black codes, impeach, override Academic: radical, adjust, convince, suspend	Daily Test Practice Transparencies Reading and Note-taking Guide p. 28-33 Foldable SE p. 75 Authentic Assessment with Rubrics -Activity 3 pg. 3 for Chapter 3	Chapter 3 Overview – www.glencoe.com Student Edition on CD	Chapter 3, Lesson 1 & 2 Quiz

**Dolton School District 148
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October

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1		3.3 The South During Reconstruction p. 86-91	Content: Scalawag, integrate, carpetbagger, sharecropping, corruption Academic: credit, academy	Daily Test Practice Transparencies Reading and Note-taking Guide p. 34-36		Chapter 3, Lesson 3 Quiz
Week 2		3.4 Change in the South p. 92-98 Chapter 3 Review	Content: cash crop, poll tax, literacy test, grandfather clause, segregation, lynching Academic: outcome, commission	Daily Test Practice Transparencies Reading and Note-taking Guide p. 37-39		Chapter 3 – Visual Summary SE p. 99 Chapter 3 – Standardized Test Practice SE p. 102-103 Chapter 3 Test
Week 3	Review and Assess					Short Cycle Assessment Unit 1 Test
	16.C.5a Analyze how and why the role of the US in the world economy has changed since WWII. 16.C.5b Analyze the relationship between an issue in US economic history and the related aspects of political, social and environmental history.	Unit 2 – Reshaping the Nation Chapter 4 – Opening the West 4.1 The Mining Booms p. 110-117 4.2 Ranchers and Farmers	Reading Goal: Comparing and Contrasting Content: vigilante, subsidy, transcontinental, time zone, long drive, sodbuster, vaquero, dry farming, homestead Academic: sum, extract, locate, factor	Daily Test Practice Transparencies Reading and Note-taking Guide p. 40-45 Foldable SE p. 109 Unit 2 Resources: Reshaping the Nation	Chapter 4 Overview – www.glencoe.com Student Edition on CD	Chapter 4, Lesson 1 & 2 Quiz

**Dolton School District 148
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November/December

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1		4.3 Native American Struggles p. 124-131 4.4 Farmers in Protest p. 132-137 Chapter 4 Review	Content: nomadic, reservation, National Grange, cooperative, populism Academic: ensure, widespread, create, currency	Daily Test Practice Transparencies Reading and Note-taking Guide p. 46-51		Chapter 4, Lesson 4 & 5 Quiz Chapter 4 – Visual Summary SE p. 137 Chapter 4 – Standardized Test Practice SE p. 138-139 Chapter 4 Test
Week 2	15.C.5a Explain how competition is maintained in the US economy and how the level of competition varies in differing market structures. 15.C.5b Explain how changes in non-price determinants of supply. 17.C.4a Explain the ability of modern technology to alter geographic features and the impacts of these modifications on human activities.	Chapter 5 – The Industrial Age 5.1 Railroads Lead the Way p. 142-145 5.3 An Age of Big Business p. 152-159 5.4 Industrial Workers p. 160-164	Content: consolidation, rebate, railroad baron, pool, standard gauge, Model T, assembly, mass production Academic: labor, individual, transmit, mechanism	Daily Test Practice Transparencies Reading and Note-taking Guide p. p. 52-54, 58-63 Foldable SE p. 141	Chapter 5 Overview – www.glencoe.com Student Edition on CD	
Week 3	14.F.4a Determine the historical events and processes that brought about changes in US political ideas and traditions.	5.2 Inventions p. 146-151 Chapter 5 Review	Content: model, assembly line, mass production Academic: transmit, mechanism	Daily Test Practice Transparencies Reading and Note-taking Guide p. p. 55-57		Chapter 5 – Visual Summary SE p. 165 Chapter 5 – Standardized Test Practice SE p. 166-167 Chapter 5 Test
Week 4	17.C.4c Explain how places with various population distributions function as centers of economic activity (e.g., rural, suburban, urban). 18.A.4 Analyze the influence of cultural factors including customs, traditions, language, media, art and architecture in developing pluralistic societies	Chapter 6 – An Urban Society 6.1 The New Immigrants p. 170-177 6.2 Moving to the City p. 178-183	Content: emigrate, ethnic group, steerage, sweatshop, assimilate Academic: attitude, affect	Daily Test Practice Transparencies Reading and Note-taking Guide p. Foldable SE p. 169	Chapter 6 Overview – www.glencoe.com Student Edition on CD	Chapter 6 Lesson 1 & 2 quiz

Week 5	18.B.4 Analyze various forms of institutions (e.g., educational, military, charitable, governmental).	6.3 A Changing Culture p. 184-190 Chapter 6 Review		Daily Test Practice Transparencies Reading and Note-taking Guide p. p. 64-66		Chapter 6 – Visual Summary SE p. 191 Chapter 6 – Standardized Test Practice SE p. 192-193 Chapter 6 Test
Week 6		Review and Assess				Short Cycle Assessment 4: Unit 2 Test
Week 7	14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies. 14.F.4a Determine the historical events and processes that brought about changes in US political ideas and traditions. 14.F.4b Describe how US political ideas, practices and technologies have extended rights for Americans in the 20 th century. 14.F.5 Interpret how changing geographical, economic, technological and social forces affect US political ideas and traditions. 16.C.4b Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.	Unit 3 – Reform and Empire Chapter 7 – The Progressive Era 7.1 The Progressive Movement p. 200-207 7.2 Women and Progressives p. 208-213	Reading Goal: Paraphrasing Content: oligopoly, referendum, muckraker, recall, initiative Academic: behalf, accurate	Daily Test Practice Transparencies Reading and Note-taking Guide p. p. 73-78 Foldable SE p. 199 Unit 3 Resources: Reform and Empire	Chapter 7 Overview – www.glencoe.com Student Edition on CD	Chapter 7, Lesson 1 &2 Quiz

**Dolton School District 148
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January

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1	<p>15.E.5a Explain how and why government redistributes income in the economy.</p> <p>16.E.4a Describe the causes and effects of conservation and environmental movements in the US 1900 – present.</p> <p>16.E.5b Analyze the relationship between an issue in US environmental history and the related aspects of political, economic and social history.</p> <p>16.C.4c Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p> <p>16.E.5a Analyze positive and negative aspects of human effects on the environment in the US including damming rivers, fencing prairies and building cities.</p>	<p>7.3 Progressive Presidents p. 214-219</p> <p>7.4 Excluded from Reform p. 220-226</p> <p>Chapter 7 Review</p>	<p>Content: trustbuster, arbitration, Square Deal, conservation, discrimination, mutualista, barrio</p> <p>Academic: inspect, primary, deny, bias</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 79-84</p>		<p>Chapter 7, Lesson 3 & 4 Quiz</p> <p>Chapter 7 – Visual Summary SE p. 227</p> <p>Chapter 7 – Standardized Test Practice SE p. 228-229</p> <p>Chapter 7 Test</p>
Week 2	<p>14.E.4 Analyze historical trends of US foreign policy.</p> <p>16.C.4d Describe how the maturing economies of Western Europe and Japan led to colonialism and imperialism.</p> <p>14.E.5 Analyze relationships and tensions among members of the international community.</p>	<p>Chapter 8 – Rise to World Power</p> <p>8.1 Expanding Horizons p. 232-235</p> <p>8.2 Imperialism in the Pacific p. 236-241</p>	<p>Content: isolationism, imperialism, expansionism, provisional government, spheres of influence</p> <p>Academic: communicate, vision, consult, exploit</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 85-90</p> <p>Foldable SE p. 231</p>		<p>Chapter 8, Lesson 1&2 quiz</p>
Week 3	<p>18.A.5 Compare ways in which social systems are affected by political,</p>	<p>8.3 Spanish-American War p. 242-247</p>	<p>Content: yellow journalism, protectorate, armistice, territory, isthmus, anarchy,</p>	<p>Daily Test Practice Transparencies</p>		<p>Chapter 8, Lesson 3 & 4 Quiz</p> <p>Chapter 8 – Visual Summary SE p. 255</p>

	environmental, economic and technological changes.	8.4 Latin American Policies p. 248-259 Chapter 8 Review	dollar diplomacy Academic: trigger, eventual, eliminate, annual	Reading and Note-taking Guide p. 91-96		Chapter 8 – Standardized Test Practice SE p. 258-259 Chapter 8 Test
Week 4	14.E.4 Analyze historical trends of US foreign policy. 14.E.5 Analyze relationships and tensions among members of the international community.	Chapter 9 – World War I 9.1 War in Europe p. 262-269 9.2 America's Road to War p. 270-275	Content: nationalism, ethnic group, militarism, alliance system, balance of power, U-boat, propaganda, autocracy Academic: dimension, equip, stress, revolution	Daily Test Practice Transparencies Reading and Note-taking Guide p. 97-102 Foldable SE p. 261	Chapter 9 Overview – www.glencoe.com Student Edition on CD	Chapter 9, Lesson 1 & 2 Quiz

**Dolton School District 148
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February

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1	<p>15.C.4a Analyze the impact of political actions and natural phenomena on producers and production decisions.</p> <p>16.C.4c Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p> <p>16.C.4b Compare socialism and communism in Europe, America, Asia and Africa after 1815 CE.</p>	<p>9.3 Americans Join the Allies p. 276-281</p> <p>9.4 The War at Home p. 282-285</p>	<p>Content: convoy, Kaiser, armistice, mobilization, pacifist, ration, dissent, socialist</p> <p>Academic: proceed, consent, consume, perceive</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 103-108</p>		Chapter 9, Lesson 3 & 4 Quiz
Week 2		<p>9.5 Searching for Peace p. 286-290</p> <p>Chapter 9 Review</p>	<p>Content: national self determination, reparations</p> <p>Academic: final, achieve</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 109-111</p>		<p>Chapter 9 – Visual Summary SE p. 291</p> <p>Chapter 9 – Standardized Test Practice SE p. 294-295</p> <p>Chapter 9 Test</p>
Week 3		Review and Assess				<p>Short Cycle Assessment</p> <p>Unit 3 Test</p>
Week 4	<p>14.B.5 Analyze similarities and differences among world political systems.</p>	<p>Unit 4 – Change and Conflict</p> <p>Chapter 10 – The Jazz Age</p> <p>10.1 Time of Turmoil p. 302-307</p> <p>10.2 Desire for Normalcy p. 308-311</p>	<p>Content: capitalism, deport, anarchist, lease, isolationism</p> <p>Academic: normal, dynamic, detect, intervene</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 112-117</p> <p>Foldable SE p. 301</p>	<p>Chapter 10 Overview – www.glencoe.com</p> <p>Student Edition on CD</p>	Chapter 10, Lesson 1 & 2 Quiz

**Dolton School District 148
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March

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1	<p>15.A.4a Explain how national economies vary in the extent that government and private markets help allocate goods, services and resources.</p> <p>15.A.4b Describe Gross Domestic Product</p> <p>15.A.4c Analyze the impact of inflation on an individual and the economy as a whole</p> <p>15.A.5c Analyze the impact of various determinants on the levels of GDP.</p> <p>15.B.4a Explain the costs and benefits of making consumer purchases through differing means.</p> <p>15.B.5a Analyze the impact of changes in non-price determinants on consumer demand.</p> <p>15.B.5b Analyze how inflation and interest rates affect consumer purchasing power.</p> <p>15.C.4b Explain the importance of research, development, invention, technology and entrepreneurship to the US economy.</p> <p>15.D.4c Describe the impact of worker productivity on business, the worker and the consumer.</p>	<p>10.3 A Booming Economy p. 312-315</p> <p>10.4 The Roaring Twenties p. 316-322</p> <p>Chapter 10 Review</p>	<p>Content: recession, productivity, gross national product, installment buying, flapper, nativism, mass media, quota system, expatriate, evolution, Prohibition</p> <p>Academic: expert, technique, device, enormous</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 118-123</p>		<p>Chapter 10, Lesson 3 & 4 Quiz</p> <p>Chapter 10 – Visual Summary SE p. 323</p> <p>Chapter 10 Standardized Test Practice SE p. 326-327</p> <p>Chapter 10 Test</p>

Week 2	<p>15.A.4d Explain the effects of unemployment on the economy.</p> <p>15.B.4a Explain the costs and benefits of making consumer purchases through differing means.</p> <p>15.C.5c Explain how government intervention with market prices can cause shortages or surpluses of a good or service.</p> <p>15.E.5a Explain how and why government redistributes income in the economy.</p> <p>15.B.5b Describe how fiscal, monetary and regulatory policies affect overall levels of employment, output and consumption.</p> <p>17.D.5 Analyze the historical development of a current issue involving the interaction of people and geographic factors.</p>	<p>Chapter 11 – The Depression and the New Deal</p> <p>11.1 The Great Depression p. 330-335</p> <p>11.2 Roosevelt’s New Deal p. 336-343</p>	<p>Content: stock exchange, relief, default, public works, work relief</p> <p>Academic: decline, collapse, promote, generate</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 124-129</p> <p>Foldable SE p. 329</p>	<p>Chapter11 Overview – www.glencoe.com</p> <p>Student Edition on CD</p>	Chapter 11, Lesson 1 & 2 Quiz
Week 3	<p>14.F.4a Determine the historical events and processes that brought about changes in US political ideas and traditions.</p> <p>15.A.4d Explain the effects of unemployment on the economy.</p> <p>15.A.5c Analyze the impact of various determinants on the levels of GDP.</p> <p>16.C.4c Describe how American economic institutions were shaped by industrialists, union leaders and groups including Southern migrants, Dust Bowl refugees, agricultural workers from Mexico and female workers since 1914.</p>	<p>11.3 Life During the Depression p. 344-351</p> <p>11.4 Effects of the New Deal p. 352-356</p> <p>Chapter 11 Review</p>	<p>Content: migrant worker, fascist, pension, unemployment insurance</p> <p>Academic: migrate, advocate, scheme, welfare</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p. 130-135</p>		<p>Chapter 11, Lesson 3 & 4 Quiz</p> <p>Chapter 11 – Visual Summary SE p. 357</p> <p>Chapter 11– Standardized Test Practice SE p. 358-359</p> <p>Chapter 11 Test</p>
Week 4		<p>Chapter 12 – America and World War II</p> <p>12.1 The Road to War p. 362-365</p> <p>12.2 War Begins p. 366-371</p>	<p>Content: dictator, fascism, anti-Semitism, totalitarian, appeasement, blitzkrieg, disarmament</p> <p>Academic: obtain, unify, target, fund</p>	<p>Daily Test Practice Transparencies</p> <p>Reading and Note-taking Guide p.136-141</p> <p>Foldable SE p. 361</p>	<p>Chapter12 Overview – www.glencoe.com</p> <p>Student Edition on CD</p>	Chapter 12, Lesson 1,2, quiz

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April

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1		12.3 On the Home Front p. 372-377 12.4 War in Europe and Africa p. 378-385	Content: mobilization, ration, civil defense, internment camp, siege, genocide, Holocaust, concentration camp Academic: shift, overseas, concentrate, tense	Daily Test Practice Transparencies Reading and Note-taking Guide p. 142-147		Chapter 12, Lesson 3,4 Quiz
Week 2		12.5 War in the Pacific p. 386-390 Chapter 12 Review Review and Assess	Content: island hopping, kamikaze Academic: secure, conflict	Daily Test Practice Transparencies Reading and Note-taking Guide p. 148-150		Chapter 12, Lesson 5 Quiz Chapter 12 – Visual Summary SE p. 391 Chapter 12– Standardized Test Practice SE p. 392-393 Chapter 12 Test Short Cycle Assessment Unit 4 Test
Week 3	14.F.4b Describe how US political ideas, practices and technologies have extended rights for Americans in the 20 th century. 14.F.5 Interpret how changing geographical, economic, technological and social forces affect US political ideas and traditions.	Unit 5: Challenges at Home and Abroad Chapter 14 – The Civil Rights Era 14.1 The Civil Rights Movement p. 432-437	Content: segregation, integrate, boycott, civil disobedience Academic: discriminate, civil	Daily Test Practice Transparencies Reading and Note-taking Guide p. 163-165 Foldable SE p. 431	Chapter12 Overview – www.glencoe.com Student Edition on CD	Chapter 14, Lesson 1 Quiz
Week 4	Spring Break					

**Dolton School District 148
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May

Time Frame	Illinois Assessment Frameworks	Textbook Lessons	Vocabulary/ Posters	Resources	Links	Assessment
Week 1	14.D.4 Analyze roles and influences of individuals, groups and media in shaping current debates on state and national policies.	14.2 Kennedy and Johnson p. 438-441 14.3 The Struggle Continue p. 442-451 14.4 Other Groups Seek Rights p. 452-456	Content: poverty line, Medicaid, Medicare, sit-in, interstate, feminist, Latino Academic: assign, consist, register, emerge, aspect, diverse	Daily Test Practice Transparencies Reading and Note-taking Guide p. 166-174		Chapter 14, Lesson 2,3,4 Quiz Chapter 14 – Visual Summary SE p. 457 Chapter 14– Standardized Test Practice SE p. 458-459 Chapter 14 Test
Week 2		Class Project – Plan a Civil Rights Campaign SE p. 457				
Week 3		Graduation Practice				
Week 4		Last Week of School				