

Grade 8 Social Studies

Diary map is based on the 2015-2016 school year. Information may change year to year. Months are guidelines and items may be done at different times of the year.

Month	Essential Questions	Content	Skills	Assessment	Resources	Technology
Aug. – Oct.	<p><b>The U.S. Federal Constitution</b>                      Why does the basic structure of the Federal Constitution layout and describe the functions of the three branches of government?</p> <p>How do separation of powers and checks and balances affect the U.S. Government?</p> <p>How do the rights, liberties, and responsibilities of U.S. citizens impact us?</p> <p>How is the Constitution a living document?</p> <p><b>Illinois State Constitution</b>                      Why does the basic structure of the State Constitution layout and describe the functions of the three branches of government?</p> <p>Why and how do the</p>	<p><b>The U.S. Federal Constitution</b>                      -Strengths                      -Preamble                      -Legislative Branch                      -Process of a bill becoming law                      -Duties of Congress                      -Division of power between Congress and states                      -Executive Branch                      -President’s Cabinet                      -Electoral College                      -Recent Presidential Elections                      -Judicial Branch                      -Judicial Review                      -Interpretation of the Constitution                      -Checks and Balances                      -Changing the Constitution                      -U.S. flag                      -Federal budget, economy and the Constitution</p> <p><b>Illinois State Constitution</b>                      -State Legislative Branch                      -State lawmaking process                      -State Executive Branch                      -State Judicial Branch                      -Illinois voting                      -Municipal government                      -Financing state and</p>	<p><b>The U.S. Federal and State Constitutions</b>                      -Read to understand nonfiction material                      -Use listening skills to understand nonfiction material from lecture                      -Use questioning skills to communicate uncertainty of nonfiction material                      -Identify key steps in a text’s description of a process                      -Determine the meaning of words and phrases as they are used in the text, including vocabulary specific to the U.S. Constitution                      -Integrate visual information from charts with other information in print                      -Collaborate with small group</p>	<p><b>The U.S. Federal and State Constitutions</b>                      -Unit quizzes (teacher created)                      -A.J.S. Publications, Inc. <i>Our Federal and State Constitutions</i> tests (2011)</p>	<p><b>The U.S. Federal and State Constitutions</b>                      -A.J.S. Publications, Inc. <i>Our Federal and State Constitutions</i> booklet (2011)</p>	<p><b>The U.S. Federal and State Constitutions</b>                      -Laptop                      -iPad or tablet                      -SMART Board                      -Elmo                      -U.S. Federal Constitution Prezi (teacher created)</p> <p>iCivics.com                      -<i>Anatomy of the Constitution</i> activity                      -<i>You’ve Got Rights</i> activity</p>

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	Federal, state, and local governments interact?	local government in Illinois				
Nov.	<b>Quincy</b> Why is it important to know information about the city where you live?	<b>Quincy</b> -Important places -Map -Facts -Historical document -Folklore -Comparison of past and present	<b>Quincy</b> -Identify familiar places in Quincy -Demonstrate ordinal directions in Quincy -Memorize the named streets within the city limits -Understand the placement of the numbered streets in Quincy -Find addresses of favorite locations in Quincy and find those locations on a city map -Identify the main streets in Quincy on a city map -Know facts about Quincy -Analyze a historical document of Quincy -Research Quincy -Collaborate with a group	<b>Quincy</b> -Record the addresses of five familiar places in Quincy and locate them on a city map -Stand in the classroom and turn to the direction given -Write a list of the city streets in order -Highlight the major streets on a city map -Know the directions to five favorite locations -Fill out a Quincy worksheet -Complete a document analysis worksheet with a small group -Create a project that connects present day to past Quincy -Read and create a timeline	<b>Quincy</b> -Quincy wall map -Photos of Quincy -Quincy Herald-Whig articles about Quincy's past - <i>A History of Adams County with Original Drawing of Quincy and all 22 Townships</i> by Janet Conover, published by Jost and Kiefer Printing Co. -Quincy map for students -List of street names -Quincy facts study sheet -Document analysis worksheet -Article from the Quincy Herald Whig, (December 15, 1996) -Folklore pamphlets -Quincy street test -Quincy Public Library books -Classroom library books	<b>Quincy</b> -Timeline app for iPad -iPad -Elmo
Dec. - Jan.	<b>The Civil War</b> How is the Civil war unique?	<b>The Civil War</b> -The North: Economic, social and cultural elements -The South: Economic, social and cultural elements -Causes -Main Events -Results	<b>The Civil War</b> -Analyze a video to determine key aspects -Analyze video and discussion in order to determine personal interest for further research -Read for information -Determine the meaning	<b>The Civil War</b> -Two column note paper -ABC of Civil War Rubric (teacher created)	<b>The Civil War</b> -Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) - <i>America: The Story of Us</i> video. History Channel -Quincy Public Library books	<b>The Civil War</b> -Projector -SMART Board -iPad

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		-People involved	of words and phrases as they are used in a text and video, including vocabulary specific to domains related to history -Create a research outline -Collaborate with a small group to create a video presentation		-Classroom library books -ABC of Civil War Requirement Sheet and Rubric (teacher created)	
Feb.	<b>American Movements</b> How did the events of specific American movements affect the United States?	<b>American Movements</b> -Slavery and the Abolition Movement -The Industrial Revolution -Immigration to the U.S. in the 1800s -The Civil War -Native American Removal -Women’s Rights	<b>American Movements</b> -Integrate visual information from a video with other information in print -Comprehend the grade level textbook proficiently both independently and in small group settings -Collaborate with small group -Use a graphic organizer to provide an accurate summary of the text distinct from prior knowledge or opinion -Determine the central idea or information of secondary and primary sources -Use geographic context to understand the scope of a region -Use questioning skills to communicate uncertainty of nonfiction material	<b>American Movements</b> -American Movement project and rubric (teacher created)	<b>American Movements</b> -Holt Reinhardt Winston <i>United States History: Beginnings to 1877</i> (2014) textbook -Quincy Public Library books	<b>American Movements Project</b> -Elmo -Laptop -iPads -Various websites found by students

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			<ul style="list-style-type: none"> <li>-Identify key steps in a text’s description of a process</li> <li>-Analyze the relationship between a primary and secondary source on the same topic</li> <li>-Determine the meaning of words and phrases as they are used in a text and video, including vocabulary specific to domains related to history</li> <li>-Make inferences based on analyzed primary sources</li> <li>-Draw conclusions based on different perspectives in a primary source</li> </ul>			
Mar. – April	<p><b>War/Peace</b> What are the significant elements of the 20<sup>th</sup> century wars?</p>	<p><b>War/Peace</b> -WWI -WWII -Korean War -Vietnam War -Cold War -Gulf War</p>	<p><b>War/Peace</b> -Illustrate changing political/national boundaries due to the war -Determine women’s and minorities’ roles in the war -Determine enemies and allies in the war -Analyze political cartoons/propaganda relevant to the war -Write a letter to the editor concerning an issue of the war -Determine the outcomes of the war</p>	<p><b>War/Peace</b> -Two column notes -Participation in two minute share papers -Group wars chart -Group map -News magazine (teacher made rubric)</p>	<p><b>War/Peace</b> -Quincy Public Library resource books -Classroom library resource books</p>	<p><b>War/Peace</b> -iPad -Computer -SMART Board -madmagz.com -Publisher software -projector -<i>America: The Story of Us</i> video by The History Channel  YouTube videos: -<i>WWI in Ten Minutes</i> by Keith Hughes -<i>The Korean War for Dummies</i> by Keith Hughes -<i>The Cold War</i></p>

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			<ul style="list-style-type: none"> <li>-Analyze primary sources relevant to the war</li> <li>-Collaborate with a small group to develop a news magazine</li> </ul>			<i>Explained: World History Review</i> by Keith Hughes <i>The Vietnam War in Ten Minutes</i> by Keith Hughes
May	<b>9/11/01</b> How did the 9/11/01 terrorist attack affect Americans?	<b>9/11/01</b> <ul style="list-style-type: none"> <li>-Primary and secondary sources</li> <li>-Terrorist attack vocabulary</li> <li>-Short and long term effects</li> <li>-Interview skills</li> <li>-Open-ended, information based question formulation</li> </ul>	<b>9/11/01</b> <ul style="list-style-type: none"> <li>-Analyze primary and secondary sources</li> <li>-Collaborate with a small group</li> <li>-Understand the timeline of the day of the attacks</li> <li>-Learn short and long term effects of the attack</li> <li>-Create open-ended, information based interview questions</li> <li>-Learn interviewing skills</li> <li>-Conduct an interview with an adult</li> <li>-Self reflect on the information learned</li> </ul>	<b>9/11/01</b> -Interview project and rubric (teacher created)	<b>9/11/01</b> <ul style="list-style-type: none"> <li>-<i>New York Times</i> headline from 9/12/01</li> <li>-New York City dispatcher audio transcript</li> <li>-Photos</li> <li>-Timeline (teacher created)</li> <li>-Outline of effects of the terrorist attacks (teacher created)</li> </ul>	<b>9/11/01</b> <ul style="list-style-type: none"> <li>-Elmo</li> <li>-Laptop</li> <li>-www.WashingtonPost.com (audio recording of New York City dispatcher)</li> </ul>