

## **8<sup>th</sup> Grade Curriculum**

### **Big Idea/Conceptual Lens**

The History of the United States and New York, from exploration and colonization to the late 19<sup>th</sup> century.

### **Guiding Questions**

The Grade 8 Social Studies curriculum is arranged chronologically, beginning with Reconstruction and ending at the present. The course is divided into nine key ideas as units of study. The first seven units trace the human experience in the United States from Reconstruction to the end of World War II. The last key ideas examine different themes in United States and New York State history from post-World War up to the present day, which provides the opportunity to explore contemporary issues and current events. Using various primary and secondary sources, students will learn valuable skills in how to gather, interpret and use evidence to further their understanding of the curriculum. Using the NYS Unifying Themes/Key Ideas, Social Studies Practices and Framework Standards, the curriculum will incorporate the geographic, religious, achievements, political, economic and social trends of the United States from the 19<sup>th</sup> century to the 21<sup>st</sup> century.

### **Units of Study**

[8.1 - Reconstruction of the South](#)

[8.2 - A Changing Society: Industrialization & Immigration](#)

[8.3 - Expansion & Imperialism](#)

[8.4 - World War I and The Roaring Twenties](#)

[8.5 - The Great Depression](#)

[8.6 - World War II](#)

[8.7 - Foreign Policy & The Cold War](#)

[8.8 - Demographic Change](#)

[8.9 - Domestic Politics & Reform](#)

Unit/Topic	<b>8.1 - Reconstruction</b>	
Essential Question(s)		Required Texts/Supplemental Resources
<ul style="list-style-type: none"> <li>- How did plans to unify the nation differ after the Civil War?</li> <li>- What are the results of Radical Reconstruction?</li> <li>- In what ways did government in the Southern states change during Reconstruction?</li> <li>- How did the South change politically, economically, and socially when Reconstruction ended?</li> </ul>		<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.1 NYS Framework aligns with Chapter 18 in <u>The American Journey</u></p>
Academic Vocabulary	Focus Areas/Content Skills/ Learning Objectives	Next Generation Standards/Assessments/Projects
Reconstruction, Amnesty, Black Codes, Impeach, Override, Carpetbagger, Scalawag, Sharecropping, Poll Tax, Literacy Test, Segregation, Lynching, Grandfather Clause, Ku Klux Klan, Cash Crop, Integrate, Radical	<p><b>8.1a:</b> Different approaches toward and policies for Reconstruction highlight the challenges faced in reunifying the nation.</p> <p><b>8.1b:</b> Freed African Americans created new lives for themselves in the absence of slavery. Constitutional amendments and federal legislation sought to expand the rights and protect the citizenship of African Americans.</p> <p><b>8.1c:</b> Federal initiatives begun during Reconstruction were challenged on many levels, leading to negative impacts on the lives of African Americans.</p>	<p><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u> - RH1 thru RH9</p> <p><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u> - WHST1 thru WHST7</p> <p><u>Assessments:</u> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><u>Social Studies Practices:</u> Gathering/Interpreting Evidence, Chronological Reasoning, Civics, Geographic Reasoning</p>

<b>Unit/Topic</b>	<b>8.2 - A Changing Society: Industrialization and Immigration</b>	
<b>Essential Question(s)</b>	<b>Required Texts/Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>- What were some characteristics of the new wave of immigrants that arrived after 1865?</li> <li>- How did cities change during the late 1800's?</li> <li>- How did the progressives fight corruption in business and in government?</li> <li>- How did reforms affect the lives of women and other groups in the late 1800's?</li> <li>- How did Americans build fortunes in the oil and steel industries?</li> </ul>	<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.2 NYS Framework aligns with Chapter 19, 20, &amp; 21 in <u>The American Journey</u></p>	
<b>Academic Vocabulary</b>	<b>Focus Areas/Content Skills/ Learning Objectives</b>	<b>Next Generation Standards/Assessments/Projects</b>
<p>Ethnic group, Emigrate, Sweatshop, Assimilate, Tenement, Settlement House, Slum, Suburb, Skyscraper, Collective Bargaining, Monopoly, Oligopoly, Suffragist, Muckraker, Trusts, Corporation, Trade Union, Prohibition</p>	<p><b>8.2a:</b> Technological developments changed the modes of production, and access to natural resources facilitated increased industrialization. The demand for labor in urban industrial areas resulted in increased migration from rural areas and a rapid increase in immigration to the United States.</p> <p><b>8.2b:</b> Population density, diversity, technologies, and industry in urban areas shaped the social, cultural, and economic lives of people.</p> <p><b>8.2c:</b> Increased urbanization and industrialization contributed to increasing conflicts over immigration, influenced changes in labor conditions, and led to political corruption.</p> <p><b>8.2d:</b> In response to shifts in working conditions, laborers organized and employed a variety of strategies to attempt to improve their conditions.</p>	<p><b><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></b></p> <ul style="list-style-type: none"> <li>- RH1 thru RH9</li> </ul> <p><b><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>- WHST1 thru WHST7</li> </ul> <p><b><u>Assessments:</u></b> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><b><u>Social Studies Practices:</u></b> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p>

<b>Unit/Topic</b>	<b>8.3 - Expansion &amp; Imperialism</b>	
<b>Essential Question(s)</b>	<b>Required Texts/Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>- What were the causes and effects of mining booms in the West?</li> <li>- How did westward expansion affect Native Americans?</li> <li>- How did the Spanish-American War help the United States become a global power?</li> <li>- How did the beliefs of the presidents shape Latin American foreign policies?</li> </ul>	<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.3 NYS Framework aligns with Chapter 18 &amp; 22 in <u>The American Journey</u></p>	
<b>Academic Vocabulary</b>	<b>Focus Areas/Content Skills/ Learning Objectives</b>	<b>Next Generation Standards/Assessments/Projects</b>
<p>Transcontinental, Time Zone, Foreign Policy, Nomadic, Reservation, Yellow Journalism, Armistice, Territory, Panama Canal, Provisional Government, Spheres of Influence, Isthmus, Anarchy, Dollar Diplomacy, Imperialism, Isolationism, Expansion</p>	<p><b>8.3a:</b> Continued westward expansion and the Transcontinental Railroad contributed to increased conflicts with Native Americans.</p> <p><b>8.3b:</b> The Spanish-American War contributed to the rise of the United States as an imperial world power and the events/outcomes of the war contributed to U.S. foreign policy.</p> <p><b>8.3c:</b> Interest in Pacific trade contributed to an increase in United States' foreign interactions.</p> <p><b>8.3d:</b> The Roosevelt Corollary expanded the Monroe Doctrine and increased United States' involvement in the affairs of Latin America which led to Latin America's resentment of the United States.</p>	<p><b><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></b></p> <ul style="list-style-type: none"> <li>- RH1 thru RH9</li> </ul> <p><b><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>- WHST1 thru WHST7</li> </ul> <p><b><u>Assessments:</u></b> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><b><u>Social Studies Practices:</u></b> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p>

<b>Unit/Topic</b>		<b>8.4 - World War I &amp; The Roaring Twenties</b>	
<b>Essential Question(s)</b>		<b>Required Texts/Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>- How did militarism, alliances, imperialism, and nationalism contribute to World War I?</li> <li>- Why did the United States enter World War I?</li> <li>- How did the United States help the Allies?</li> <li>- How did the United States mobilize its resources to fight the war?</li> <li>- Why did Wilson’s peace plan fail?</li> <li>- How did social change affect the arts, the role of women, and minorities after World War I?</li> </ul>		<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.4 NYS Framework aligns with Chapter 23 &amp; 24 in <u>The American Journey</u></p>	
<b>Academic Vocabulary</b>	<b>Focus Areas/Content Skills/ Learning Objectives</b>		<b>Next Generation Standards/Assessments/Projects</b>
<p>Nationalism, Militarism, Alliance system, Balance of Power, U-boat, Propaganda, Convoy, Armistice, Treaty of Versailles, Fourteen Points, Kaiser, Mobilization, Ration, Pacifist, Reparation, Flapper, Buying on Margin, Prohibition, Nativism, Evolution</p>	<p><b>8.4a</b> European militarism, the alliance system, imperialism, and nationalism were all factors that contributed to the start of World War I.</p> <p><b>8.4b</b> International, economic, and military developments swayed opinion in favor of the United States siding with the Allies and entering World War I. Domestic responses to World War I limited civil liberties within the United States.</p> <p><b>8.4c</b> New military technologies changed military strategy in World War I and resulted in an unprecedented number of casualties.</p> <p><b>8.4d</b> Following extensive political debate, the United States refused to ratify the Treaty of Versailles. The United States then sought to return to prewar policies by focusing on domestic rather than international matters.</p> <p><b>8.4e</b> After World War I, the United States entered a period of economic prosperity and cultural change. This period is known as the Roaring Twenties. During this time, new opportunities for women were gained, and African Americans engaged in various efforts to distinguish themselves and celebrate their culture.</p>		<p><b><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></b></p> <ul style="list-style-type: none"> <li>- RH1 thru RH9</li> </ul> <p><b><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>- WHST1 thru WHST7</li> </ul> <p><b><u>Assessments:</u></b> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><b><u>Social Studies Practices:</u></b> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p>

<b>Unit/Topic</b>	<b>8.5 - The Great Depression</b>	
<b>Essential Question(s)</b>	<b>Required Texts/Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>- What were the factors that brought about the Great Depression?</li> <li>- How did Franklin Roosevelt's leadership bring about change in the U.S. economy?</li> <li>- How did the Great Depression affect the economic and social traditions of Americans? especially minorities?</li> <li>- Why did some people support Roosevelt's New Deal and some oppose it?</li> </ul>	<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.5 NYS Framework aligns with Chapter 25 in <u>The American Journey</u></p>	
<b>Academic Vocabulary</b>	<b>Focus Areas/Content Skills/ Learning Objectives</b>	<b>Next Generation Standards/Assessments/Projects</b>
<p>Stock Exchange, Relief, Public works Default, Work Relief, Migrant Worker, Fascist, Pension, Decline Collapse, Promote Generate, Migrate Advocate, Scheme Welfare</p>	<p><b>8.5a</b> Risky investing, protectionism, and overproduction led to the collapse of the stock market, a wave of bank failures, and a long and severe downturn in the economy called the Great Depression.</p> <p><b>8.5b</b> The Great Depression and the Dust Bowl affected American businesses and families.</p> <p><b>8.5c</b> President Roosevelt issued the New Deal in an attempt to revive the economy and help Americans deal with the hardships of the Great Depression. These New Deal reforms had a long-lasting effect on the role of government in American society and its economic life but did not resolve all the hardships Americans faced.</p>	<p><b><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></b></p> <ul style="list-style-type: none"> <li>- RH1 thru RH9</li> </ul> <p><b><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>- WHST1 thru WHST7</li> </ul> <p><b><u>Assessments:</u></b> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><b><u>Social Studies Practices:</u></b> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p>

<b>Unit/Topic</b>	<b>8.6 - World War II</b>	
<b>Essential Question(s)</b>	<b>Required Texts/Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>- How did dictators acquire and expand power in Europe in the 1930s?</li> <li>- How did peaceful nations confront foreign aggressors in World War II?</li> <li>- In what ways did American men, women and minorities support the war effort at home?</li> <li>- What strategies did the Allies pursue in Europe and Africa to defeat the Axis powers in World War II?</li> <li>- What was the turning point in the war in the Pacific?</li> <li>- How and why did America aid European nations after World War II?</li> </ul>	<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.6 NYS Framework aligns with Chapter 26 in <u>The American Journey</u></p>	
<b>Academic Vocabulary</b>	<b>Focus Areas/Content Skills/ Learning Objectives</b>	<b>Next Generation Standards/Assessments/Projects</b>
Dictator, Fascism, Anti-Semitism, Totalitarian, Appeasement, Blitzkrieg, Disarmament, Mobilization, Ration, Civil Defense, Internment camp, Genocide, Holocaust, Concentration Camp, Island Hopping, Kamikaze, United Nations, Unify, Target, Overseas, Concentrate, Tense, Secured, Conflict	<p><b>8.6a</b> - Worldwide economic depression, militant nationalism, the rise of totalitarian rule, and the unsuccessful efforts of the League of Nations to preserve peace contributed to the outbreak of war in Europe and Asia.</p> <p><b>8.6b</b> - From 1939 to 1941, the United States government tried to maintain neutrality while providing aid to Britain but was drawn into the war by the Japanese attack on Pearl Harbor. The United States fought a war on multiple fronts. At home, the economy was converted to war production, and essential resources were rationed to ensure adequate supplies for military use.</p> <p><b>8.6c</b> - The nature and consequences of warfare during World War II transformed the United States and the global community. The damage from total warfare and human atrocities, including the Holocaust, led to a call for an international organization to prevent future wars and the protection of human rights.</p>	<p><b><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></b></p> <ul style="list-style-type: none"> <li>- RH1 thru RH9</li> </ul> <p><b><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>- WHST1 thru WHST7</li> </ul> <p><b><u>Assessments:</u></b> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><b><u>Social Studies Practices:</u></b> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p>

Unit/Topic	<b>8.7 - Foreign Policy</b>	
Essential Question(s)	Required Texts/Supplemental Resources	
<ul style="list-style-type: none"> <li>- How and why did America aid European nations after World War II?</li> <li>- What economic, social, and political challenges did Americans face after World War II?</li> <li>- How and why did America involve itself in the Korean conflict of the 1950s?</li> <li>- How did the American prosperity of the 1950s affect the country's economy and culture?</li> <li>- How and why did America involve itself in the war in Vietnam?</li> <li>- What were Nixon's/Carter's/Reagan's/Bush's/Clinton's main goals in Foreign and Domestic Policy? How did he work to achieve them?</li> <li>- How was President Reagan's attitude about communism reflected in his actions and policies?</li> <li>- How has the War on Terror changed Americans' lives?</li> <li>- How have economic and environmental developments led to the world nation's becoming more interdependent?</li> </ul>	<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.7 NYS Framework aligns with Chapter 27-31 in <u>The American Journey</u></p>	
Academic Vocabulary	Focus Areas/Content Skills/ Learning Objectives	Next Generation Standards/Assessments/Projects
<p>Iron Curtain, Containment, Airlift, Cold War, Subversion, Espionage, Blacklist, Censure, Inflation, Desegregate, Stalemate, Demilitarize, Surplus, Affluence, Materialism, Guerrilla Warfare, Flexible Response, Executive Order, Napalm, Agent Orange, Search &amp; Destroy, Mission, Détente, Embargo, Trade, Deficit, Apartheid, Human Rights, Deregulation, Supply Side Economics, Federal Debt, Coalition, Bankruptcy, Deficit Spending, Budget Deficit, Gross Domestic Product, Terrorism, Counter Terrorism, Insurgent, Interdependent, Globalism, Trade Deficit, Free Trade, Acid Rain, Global Warming</p>	<p><b>8.7a</b> - The Cold War was an ongoing struggle between the two nuclear superpowers, the United States and the Soviet Union. The Cold War shaped the reconstruction of national boundaries and political alliances across the globe.</p> <p><b>8.7b</b> - The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.</p> <p><b>8.7c</b> - Following the end of the Cold War, the United States sought to define a new role in global affairs, but the legacies of Cold War actions continue to affect United States foreign policy today.</p> <p><b>8.7d</b> - Terrorist groups not representing any nation entered and reshaped global military and political alliances and conflicts. American foreign and domestic policies responded to terrorism in a variety of ways. Social Studies Grade 8 Curriculum Map: Foreign Policy Post WWII Cold War &amp; Instability in Middle East Chapters: 27, 29, 30, 31 Concepts</p> <p><b>8.7e</b> - Increased globalization has led to increased economic interdependence and competition. ▪ Students will examine the increased economic interdependence in terms of globalization and its impact on the United States and New York State economy, including the workforce. ▪ Students will examine the roles of multinational corporations and their influence on the world economy</p>	<p><b><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></b></p> <ul style="list-style-type: none"> <li>- RH1 thru RH9</li> </ul> <p><b><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>- WHST1 thru WHST7</li> </ul> <p><b><u>Assessments:</u></b> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><b><u>Social Studies Practices:</u></b> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p>



Unit/Topic	<b>8.8 - Demographic Change</b>	
Essential Question(s)	Required Texts/Supplemental Resources	
<ul style="list-style-type: none"> <li>- How did the American prosperity of the 1950s affect the country's economy and culture?</li> <li>- What major foreign affairs issues did President Carter face during his presidency and how did he deal with them?</li> <li>- How have economic and environmental developments led to the world nation's becoming more interdependent?</li> </ul>	<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.8 NYS Framework aligns with Chapter 29-31 in <u>The American Journey</u></p>	
Academic Vocabulary	Focus Areas/Content Skills/ Learning Objectives	Next Generation Standards/Assessments/Projects
Feminist, Latino, Trade Deficit, Human Rights, Apartheid, Fundamentalist, Interdependent, Globalism, Free Trade, Urban Sprawl, Acid Rain, Global Warming, Deport, Amnesty, Aspect, Diverse, Integrity, Exceed, Decade	<p><b>8.8a</b> - After World War II, the United States experienced various shifts in population and demographics that resulted in social, political, and economic consequences.</p> <p><b>8.8b</b> - The postwar United States experienced increasing immigration, debates over immigration policy, and an increase in cultural diversity.</p> <p><b>8.8c</b> - Pollution, population growth, the consumption of natural resources, clearing of land for human sustenance, and large-scale industrialization have put added stress on the global environment.</p>	<p><b><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></b></p> <ul style="list-style-type: none"> <li>- RH1 thru RH9</li> </ul> <p><b><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>- WHST1 thru WHST7</li> </ul> <p><b><u>Assessments:</u></b> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><b><u>Social Studies Practices:</u></b> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p>

<b>Unit/Topic</b>		<b>8.9 - Domestic Politics and Reform</b>	
<b>Essential Question(s)</b>		<b>Required Texts/Supplemental Resources</b>	
<ul style="list-style-type: none"> <li>- What were the legal and social challenges to racial segregation in the 1940s and 1950s?</li> <li>- How were Kennedy and Johnson alike and different as presidents of the United States?</li> <li>- What areas of civil rights did groups try to improve in the 1960s, and what methods did those groups use? - How did the Civil Rights Movement affect minorities other than African Americans?</li> <li>- How and why did America involve itself in the war in Vietnam?</li> <li>- How did the Vietnam War affect the U.S. politically and socially?</li> <li>- How was President Reagan’s attitude about communism reflected in his actions and policies?</li> </ul>		<ul style="list-style-type: none"> <li>- <u>The American Journey</u> (textbook)*</li> <li>- <u>The American Journey</u> (Essential Reading Guide)*</li> <li>- Primary/Secondary Sources</li> </ul> <p><u>Use of Online Applications:</u> BrainPop, Castle Learning, DBQ Online, NewsELA</p> <p>*8.9 NYS Framework aligns with Chapter 27-31 in <u>The American Journey</u></p>	
<b>Academic Vocabulary</b>	<b>Focus Areas/Content Skills/ Learning Objectives</b>	<b>Next Generation Standards/Assessments/Projects</b>	
Segregation, Integration, Boycott, Civil Disobedience, Poverty Line, Medicaid, Medicare, Sit-in, Interstate, Feminist, Latino(a), Counterculture, Deferment, Credibility Gap, Conscientious, Objector, Deregulation, Supply Side Economics, Trace, Regime, Conduct, Quote	<p><b>8.9a</b> - The Civil Rights Movement began in the postwar era in response to long-standing inequalities in American society, and eventually brought about equality under the law, but slower progress on economic improvements.</p> <p><b>8.9b</b> - The Civil Rights Movement prompted renewed efforts for equality by women and other groups</p> <p><b>8.9c</b> - The Great Society programs of President Lyndon Johnson strengthened efforts aimed at reducing poverty and providing health care for the elderly, but the Vietnam War drained resources and divided society.</p> <p><b>8.9d</b> - Economic recession during the 1970’s and concerns about the growth and size of the federal government encouraged fiscal conservatives to push for changes in regulation and policy.</p> <p><b>8.9e</b> - Constitutional issues involving the violation of civil liberties and the role of the federal government are a source of debate in American society.</p>	<p><b><u>Next Gen Reading Standards for Literacy in History/Social Studies Grades 6-8:</u></b></p> <ul style="list-style-type: none"> <li>- RH1 thru RH9</li> </ul> <p><b><u>Next Gen Writing Standards for Literacy in History/Social Studies:</u></b></p> <ul style="list-style-type: none"> <li>- WHST1 thru WHST7</li> </ul> <p><b><u>Assessments:</u></b> Chapter/Vocabulary quizzes, Multiple Choice Formative &amp; Summative tests, Document/Source Analysis, Projects via Microsoft Office, and Collins Writing artifacts</p> <p><b><u>Social Studies Practices:</u></b> Gathering/Interpreting Evidence, Chronological Reasoning, Economics, Civics, Geographic Reasoning, Contextualization</p>	