

8th Grade Scope and Sequence

Unit of Study - Reconstruction			<u>Time Frame</u> (2 weeks)
<u>Essential Questions:</u> -How did Reconstruction change life for African Americans and race relations? -Whose reconstruction plan was put into action?		<u>Big Ideas/Formative Understanding:</u> Reconstruction plan: Lincoln vs. Radical Republicans Black Codes	August 19th: First day, procedures, names, seating charts, etc. August 20th: Writing Prompt BR:
<u>Academic Vocabulary</u> reconstruction radical (republicans) reconciliation segregation black codes Ku Klux Klan	<u>Resources</u>	<u>NonFiction text for ELA</u>	<u>Opportunities for Differentiation</u>

Unit of Study- Industrialization			<u>Time Frame</u>
<u>Essential Questions:</u>		<u>Big Ideas/Formative Understanding:</u>	

-What role have inventors played in the growth of industry in the late 1800s and early 1900s? -How have inventions changed our society? -What impact did the growth of industry and big business have on the people of the United States?			
<u>Academic Vocabulary</u> corporation stock exchange stock monopoly shareholder philanthropy assembly line mass production	<u>Resources</u>	<u>NonFiction text for ELA</u>	<u>Opportunities for Differentiation</u>

Unit of Study- Immigration & Growth of Big Cities			Time Frame (2 Weeks)
<u>Essential Questions:</u> -In what ways were immigrants valuable to American culture?		Big Ideas/Formative Understanding:	

-How did the pattern of immigration change in the late 1800s and early 1900s?			
<u>Academic Vocabulary</u> immigration ethnic group assimilate Nativist Movement	Resources	NonFiction text for ELA	Opportunities for Differentiation

Unit of Study- World War I			Time Frame
<u>Essential Questions:</u> -Why did the United States enter World War I? -What role did WWI play in the United States emerging as a world power?		Big Ideas/Formative Understanding:	
<u>Academic Vocabulary</u> propaganda neutrality imperialism militarism alliance	Resources: WWI-brainpop	NonFiction text for ELA	Opportunities for Differentiation

Unit of Study- Roaring 20's (Harlem Renaissance, Jazz, Red Scare, Henry Ford, Automobile Age, etc.)			Time Frame
<u>Essential Questions:</u> -What impact has the automobile had on the American economy and culture? -How did American culture change in the 1920s?		Big Ideas/Formative Understanding:	
<u>Academic Vocabulary</u> assembly line Red Scare bootlegging prohibition organized crime	Resources BrainPop: -Harlem Renaissance	NonFiction text for ELA	Opportunities for Differentiation

Unit of Study- Great Depression and New Deal			Time Frame
<u>Essential Questions:</u> -What factors led to the Great Depression?		Big Ideas/Formative Understanding:	

-What was the New Deal and how did the role of government change as a result of it?			
<u>Academic Vocabulary</u> depression relief on margin default New Deal	Resources BrainPop: -Great Depression -Great Depression Causes	NonFiction text for ELA	Opportunities for Differentiation

Unit of Study- World War II (Dictatorship, Holocaust, Pearl Harbor, U.S. Involvement)				Time Frame
<u>Essential Questions:</u> -What is the importance of the attack on Pearl Harbor? -What factors led to the Holocaust and how do they impact society today? -What is the difference between a totalitarian government and a democracy?		Big Ideas/Formative Understanding:		

<u>Academic Vocabulary</u> dictatorship Fascism totalitarian Holocaust prejudice scapegoat discrimination racism anti-Semitism nationalism stereotype bystander	Resources: WWII-brainpop Book Room: “The Story of Oskar Schindler”	NonFiction text for ELA		Opportunities for Differentiation

Unit of Study- Black History			Time Frame
<u>Essential Questions:</u> -Identify important African Americans and summarize their contribution to American history and culture.		Big Ideas/Formative Understanding:	
<u>Academic Vocabulary</u> equality civil rights African American abolitionist	Resources- Brainpop-Fredrick Douglas,Jackie Robinson, Malcolm X, MLK, Maya Angelou	NonFiction text for ELA	Opportunities for Differentiation

Unit of Study- Cold War (History of Cold War Types of governments: communism, democracy) Korean War, Vietnam War, Kennedy, Cuban Missile Crisis)			Time Frame
Essential Question: -What factors led to the cold war? -What is the difference between a cold war and a hot war? -Compare and contrast communism and capitalism. -Summarize important Cold War events and analyze their impact on the world today.		Big Ideas/Formative Understanding:	
<u>Academic Vocabulary</u> cold war communism capitalism United Nations Free World containment	Resources: brainpop-coldwar	NonFiction text for ELA	Opportunities for Differentiation

Unit of Study- Civil Rights			Time Frame
Essential Question: -Summarize the major events of the Civil Rights movement. -What Civil Rights issues exist today and how do they impact our culture? -What groups of people have historically experienced discrimination in the United States?		Big Ideas/Formative Understanding:	
<u>Academic Vocabulary</u>	Resources: -Book Room: A Certain Courage	NonFiction text for ELA	Opportunities for Differentiation

Unit of Study- Global Terrorism			Time Frame
Essential Question: -Why does terrorism exist in the world today?		Big Ideas/Formative Understanding:	

<p>-What actions have the U.S. government taken to combat global terrorism?</p> <p>-How has modern terrorism affected American society and culture?</p>			
<p><u>Academic Vocabulary</u></p> <p>terrorism</p> <p>counter-terrorism</p> <p>Al-Qaeda</p> <p>Department of Homeland Security</p> <p>Jihad</p> <p>War on Terror</p> <p>weapons of mass destruction</p>	Resources	NonFiction text for ELA	Opportunities for Differentiation