

GIPS 8th Grade Social Studies Design Map

Units (in sequence)	Estimated Time Frame (days)	K-12 Program Strands With Corresponding Course/Grade Level Standards	K-12 Program Enduring Understandings (for Content and Process)	K-12 Program Essential Questions (for Content and Process)	Assessments (note if optional)	C/GL Key Vocabulary Concepts
Unit 1 Toward Independence Chapter 5	Five 90 minute class periods	<p style="text-align: center;"><u>Content</u></p> <p>6.0 Impact of Economic Systems Interpret and explain how the causes and effects of the American Revolution led to the creation of a new and unique form of government.</p> <p>Empathize with the sources of colonial and British dissatisfaction that led to the American Revolution.</p> <p>Describe how individuals and different groups affect great change throughout America's past.</p> <p>3.0 Power and Governance Interpret and explain how the causes and effects of the American Revolution led to the creation of a new and unique form of government.</p> <p>Empathize with the sources of colonial and British dissatisfaction that led to the American Revolution.</p> <p>Describe how individuals and different groups affect great change throughout America's past.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing, & Synthesizing</p> <p>1.2 Communicating</p>	<p style="text-align: center;"><u>Content</u></p> <p>Every economic system punishes some and rewards others</p> <p>The way a government enforces the laws reflects who and what they value</p> <p style="text-align: center;"><u>Process</u></p> <p>The quality of the history/research is grounded in the integrity of the question</p> <p>Language and images have the power to inspire action</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do we make sense of the unfairness of the system?</p> <p>Who has the power in this government?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do historians and social scientists handle different points of view?</p> <p>What makes some words/text and images instantly unforgettable?</p>	<p>Mini DBQ : Boston Massacre:</p> <p>Ch. 5 Processing</p> <p>Ch.5 Test (optional)</p>	<p>branches of government</p> <p>civil war</p> <p>compromise</p> <p>conflict</p> <p>constitution</p> <p>democracy</p> <p>foreign policy</p> <p>freedom</p> <p>government</p> <p>independence</p> <p>Manifest Destiny</p> <p>Politics</p> <p>Republic</p> <p>Revolution</p> <p>Slavery</p> <p>states' rights</p> <p>territory</p> <p>treaty</p> <p>union</p>

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Unit 2 Independence and Revolution Chapters 6 & 7	Eleven 90 minute class periods	<p style="text-align: center;"><u>Content</u></p> <p>5.0 Reform and Change Interpret and explain how the causes and effects of the American Revolution led to the creation of a new and unique form of government.</p> <p>Analyze the Declaration of Independence to understand its purpose.</p> <p>9.0 Conflict and Consequences Describe the roles of key people and events of the American Revolution and argue why the Americans were able to win.</p> <p>2.0 Potential of the Individual Interpret and explain how the causes and effects of the American Revolution led to the creation of a new and unique form of government.</p> <p>Describe how individuals and different groups affect great change throughout America's past.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching, Analyzing, & Synthesizing</p> <p>1.2 Communicating</p> <p>1.4 Distinguishing Relationships Between and Among Events</p>	<p style="text-align: center;"><u>Content</u></p> <p>Removing a deep-rooted problem/injustice requires strategic planning, perseverance, and relentless pressure</p> <p>Some conflicts leave no room for a compromise</p> <p>Conflict can have significant costs/benefits for both winners and losers</p> <p>The ideas, choices, and actions of a person can have significant ripple effects</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Successful communication is measured by the degree by which it is understood by the audience</p> <p>A timeline/chronology is a specific interpretation of what was most significant</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do we work together to overcome injustice?</p> <p>What does it take to plan for change? What does it take to make it happen?</p> <p>What are people fighting for or over?</p> <p>What will it take to end the conflict?</p> <p>How can one person make a difference?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do I find what I'm looking for?</p> <p>What am I trying to say? Who is my audience? How does that affect the way information and ideas were presented?</p> <p>What is the cause and what is the effect of this historical event?</p>	<p>Performance Task: D.O.I Children's Book</p> <p>Performance Task: Common Sense cover (pg. 430 TCI text)</p> <p>Mini DBQ: "The Crossing" (optional)</p> <p>Practice DBQ: Revolution</p> <p>Ch.7 Test (optional)</p>	<p>branches of government</p> <p>civil war</p> <p>compromise</p> <p>conflict</p> <p>constitution</p> <p>democracy</p> <p>foreign policy</p> <p>freedom</p> <p>government</p> <p>independence</p> <p>Manifest Destiny</p> <p>Politics</p> <p>Republic</p> <p>Revolution</p> <p>Slavery</p> <p>states' rights</p> <p>territory</p> <p>treaty</p> <p>union</p>

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<p style="text-align: center;">Unit 3 Creating a Government</p> <p style="text-align: center;">Chapters 8-10</p>	<p style="text-align: center;">Thirteen 90 minute class periods</p>	<p style="text-align: center;"><u>Content</u> 3.0 Power and Governance Interpret and explain how the causes and effects of the American Revolution led to the creation of a new and unique form of government.</p> <p>Debate the key issues involved in creating the United States Constitution and describe the struggles leading to its ratification and the addition of the Bill of Rights.</p> <p>Analyze the function and structure of the United States Constitution, and recognize its importance today.</p> <p>Compare and contrast the Articles of Confederation to the United States Constitution.</p> <p>Explain the seven principles of The Constitution.</p> <p>Describe how the Constitution established the structure of our governments and the policy-making process at the national, state, and local levels.</p> <p>Use the Constitution to show how citizens can participate in the processes of government.</p> <p>Analyze how the Constitution continues to affect the rights and responsibilities of Americans today.</p> <p>Argue contemporary court cases that involve the Bill of Rights.</p> <p>Describe the election process at the local, state, and national levels.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Government establishes rules that people are expected to live by</p> <p>The way a government enforces the laws reflects who and what they value</p>	<p style="text-align: center;"><u>Content</u></p> <p>Who has the power in this government?</p> <p>Does the intent of the law have the desired effect?</p> <p>What is the reason behind the law?</p>	<p style="text-align: center;">Ch. 8 Assessment</p> <p style="text-align: center;">Ch. 9 Dilemmas</p> <p style="text-align: center;">Ch. 10 Processing (optional)</p> <p style="text-align: center;">Ch. 10 Performance Task</p>	<p style="text-align: center;">branches of government</p> <p style="text-align: center;">civil war compromise conflict constitution democracy foreign policy freedom government independence Manifest Destiny Politics Republic Revolution Slavery states' rights territory treaty union</p>

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<p>Unit 5 Age of Jackson</p> <p>Chapter 14</p>	<p>Three 90 minute class periods</p>	<p style="text-align: center;"><u>Content</u></p> <p>2.0 Potential of the Individual Illustrate and exhibit how the new nation deals with foreign conflict and internal change through 1840.</p> <p>Summarize the key events and practices associated with the Jacksonian era (e.g. the spoils system, national bank issue, Indian removal policy).</p> <p>Critique the presidency of Andrew Jackson.</p> <p>Describe how individuals and different groups affect great change throughout America's past.</p> <p>3.0 Power and Governance Illustrate and exhibit how the new nation deals with foreign conflict and internal change through 1840.</p> <p>Summarize the key events and practices associated with the Jacksonian era (e.g. the spoils system, national bank issue, Indian removal policy).</p> <p>Critique the presidency of Andrew Jackson.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.3 Generalizing to Create Connections</p>	<p style="text-align: center;"><u>Content</u></p> <p>The ideas, choices, and actions of one person can have significant ripple effects.</p> <p>The way government enforces the laws reflects who and what they value.</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How can one person make a difference?</p> <p>Who has the power in this government?</p> <p>Does the intent of the law have the desired effect?</p> <p style="text-align: center;"><u>Process</u></p> <p>What are the lessons learned from this (i.e. event, biography, primary source, time period)?</p>	<p>Ch. 14 Processing Hero vs. Wanted Poster</p> <p>Mini DBQ - to be developed using existing images from chapter 14 (optional)</p>	<p>branches of government</p> <p>civil war compromise conflict constitution democracy foreign policy freedom government independence Manifest Destiny</p> <p>Politics Republic Revolution Slavery states' rights territory treaty union</p>

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<p style="text-align: center;">Unit 6 Westward Expansion</p> <p style="text-align: center;">Chapters 15, 16, 24</p>	<p style="text-align: center;">Thirteen 90 minute class periods</p>	<p style="text-align: center;"><u>Content</u></p> <p>9.0 Conflict and Consequences Describe and model the expansions of the United States and resulting change during the first half of the nineteenth century.</p> <p>Explain how the United States made five key territorial acquisitions from 1803-1853.</p> <p>Analyze and critique the idea of Manifest Destiny.</p> <p>Describe the legacy of each of the major groups that moved west from 1803-1853 (i.e. Californios, mountain men, missionaries, pioneer women, Mormons, forty-niners, and Chinese).</p> <p>Identity, describe, and explain conflict and change resulting from postwar migrations of people to the American West.</p> <p>Describe how individuals, and different groups affect great change throughout Americas past.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Conflict can have significant costs/benefits for both winners and losers</p>	<p style="text-align: center;"><u>Content</u></p> <p>How do conflicts change how we see others and ourselves?</p>	<p style="text-align: center;">Songs of the West Processing Assignment</p> <p style="text-align: center;">Ch. 15 Test</p> <p style="text-align: center;">Pioneer Post Card (pg. 441 TCI text)</p> <p style="text-align: center;">District DBQ</p> <p style="text-align: center;">Ch. 24 Processing (optional)</p>	<p style="text-align: center;">branches of government</p> <p style="text-align: center;">civil war compromise</p> <p style="text-align: center;">conflict</p> <p style="text-align: center;">constitution</p> <p style="text-align: center;">democracy</p> <p style="text-align: center;">foreign policy</p> <p style="text-align: center;">freedom</p> <p style="text-align: center;">government</p> <p style="text-align: center;">independence</p> <p style="text-align: center;">Manifest Destiny</p> <p style="text-align: center;">Politics</p> <p style="text-align: center;">Republic</p> <p style="text-align: center;">Revolution</p> <p style="text-align: center;">Slavery</p> <p style="text-align: center;">states' rights</p> <p style="text-align: center;">territory</p> <p style="text-align: center;">treaty</p> <p style="text-align: center;">union</p>

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<p style="text-align: center;">Unit 7 Regional Economics and Slavery</p> <p style="text-align: center;">Chapters 19 & 20</p>	<p style="text-align: center;">Eight 90 minute class periods</p>	<p style="text-align: center;"><u>Content</u></p> <p>7.0 Scientific and Technological Innovation Compare and contrast the societies of the North and the South before the Civil War (e.g. agrarian vs. industrial).</p> <p>Describe how technological change and innovation relates to economic change throughout American history (e.g. cotton gin, steam engine, minie ball, assembly lines).</p> <p>Describe how scarcity of resources influences decisions that result in change in America, past and present (e.g. tea, cotton, labor).</p> <p>6.0 Impact of Economic Systems Analyze how different attitudes and beliefs led to conflict and shaped the nation from the era of reform through the American Civil War</p> <p>Compare and contrast the societies of the North and the South before the Civil War (e.g. agrarian vs. industrial).</p> <p>Analyze the African American experiences in pre-Civil War America.</p> <p>Describe how scarcity of resources influences decisions that result in change in America, past and present (e.g. tea, cotton, labor).</p>	<p style="text-align: center;"><u>Content</u></p> <p>Scientific and technological advancements lead to positive and negative consequences.</p> <p>Economic systems provide ways to produce and distribute goods and services.</p> <p>Every economic system punishes some and rewards others.</p>	<p style="text-align: center;"><u>Content</u></p> <p>How did this "thing" (invention/new system/discover) change people's lives?</p> <p>Who has access to opportunities?</p> <p>How do we make sense of the unfairness of the system?</p>	<p>Ch.19 Processing Assignment</p> <p>Ch. 19 Test (optional)</p> <p>Slave Journals</p> <p>Ch. 20 Test (optional)</p>	<p>branches of government</p> <p>civil war</p> <p>compromise</p> <p>conflict</p> <p>constitution</p> <p>democracy</p> <p>foreign policy</p> <p>freedom</p> <p>government</p> <p>independence</p> <p>Manifest Destiny</p> <p>Politics</p> <p>Republic</p> <p>Revolution</p> <p>Slavery</p> <p>states' rights</p> <p>territory</p> <p>treaty</p> <p>union</p>

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Unit 7 Regional Economics and Slavery Chapters 19 & 20	Eight 90 minute class periods	<p style="text-align: center;"><u>Content</u></p> <p>4.0 Groups and Institutions Analyze how different attitudes and beliefs led to conflict and shaped the nation from the era of reform through the American Civil War.</p> <p>Analyze the African American experience in pre-Civil War America.</p> <p>Describe how individuals, and different groups affect great change throughout Americas past.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.5 Using Tools to Develop Geographic Awareness</p> <p>1.1 Researching, Analyzing, & Synthesizing</p>	<p style="text-align: center;"><u>Content</u></p> <p>Group identify gives individuals a sense of belonging and empowerment.</p> <p style="text-align: center;"><u>Process:</u></p> <p>Geographic location affects identity, events and decisions</p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis and interpretation</p> <p>Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances</p>	<p style="text-align: center;"><u>Content</u></p> <p>What makes a group of people tick?</p> <p style="text-align: center;"><u>Process:</u></p> <p>What are the boundaries this space/community/nation? How does that shape the identity of the people who live there?</p> <p>How do I find what I'm looking for?</p> <p>Where have I seen this before? How can I use this connection to make predictions, investigate further, and draw conclusions?</p>	Ch.19 Processing Assignment Ch. 19 Test (optional) Slave Journals Ch. 20 Test (optional)	branches of government civil war compromise conflict constitution democracy foreign policy freedom government independence Manifest Destiny Politics Republic Revolution Slavery states' rights territory treaty union

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Unit 8 Civil War & Reconstruction Chapters 21-23	Twelve 90 minute class periods	<p style="text-align: center;"><u>Content</u></p> <p>9.0 Conflict and Consequences Analyze how different attitudes and beliefs led to conflict and shape the nation from the era of reform through the American Civil War.</p> <p>Experiences the difficulty of reaching compromise on the issues that divide the North and South.</p> <p>Explain the significance of key events leading up to the Civil War (e.g. The Wilmot Proviso, The Ostend Manifesto, the Kansas-Nebraska Act, the Dread Scott decision, the Lincoln-Douglas debates, election of 1860.</p> <p>Analyze and explain causes, key events, key people, and the effects of the Civil War.</p> <p>Analyze and evaluate the five phases of reconstruction.</p> <p>Relate the policies of reconstruction to issues of race relations today.</p> <p>Describe how individuals, and different groups affect great change throughout Americas past.</p>	<p style="text-align: center;"><u>Content</u></p> <p>Some conflicts leave no room for a compromise</p> <p>Conflict can have significant costs/benefits for both winners and losers</p>	<p style="text-align: center;"><u>Content</u></p> <p>What will it take to end the conflict?</p> <p>How do conflicts change how we see others and ourselves?</p>	Ch. 21 Processing Ch.22 Processing (optional) Ch. 22 Test Ch.23 Processing	branches of government civil war compromise conflict constitution democracy foreign policy freedom government independence Manifest Destiny Politics Republic Revolution Slavery states' rights territory treaty union

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Unit 8 Civil War & Reconstruction Chapters 21-23	Twelve 90 minute class periods	<p style="text-align: center;"><u>Content</u></p> <p>5.0 Reform and Change Analyze how different attitudes and beliefs led to conflict and shaped the nation from the era of reform through the American Civil War.</p> <p>Explain the significance of key events leading up to the Civil War (e.g. The Wilmot Proviso, The Ostend Manifesto, the Kansas-Nebraska Act, the Dred Scott decision, the Lincoln-Douglas debates, election of 1860).</p> <p>Analyze and explain the impact of post-Civil War changes in the United States.</p> <p>Analyze and evaluate the five phases of reconstruction.</p> <p>Relate the policies of reconstruction to issues of race relations today.</p> <p style="text-align: center;"><u>Process</u></p> <p>1.1 Researching Analyzing, & Synthesizing</p> <p>1.3 Generalizing to Create Connections</p> <p>1.4 Distinguishing Relationships Between & Among Events</p> <p>1.2 Communicating</p>	<p style="text-align: center;"><u>Content</u></p> <p>Removing a deep-rooted problem/injustice requires strategic planning, perseverance, and relentless pressure</p> <p style="text-align: center;"><u>Process</u></p> <p>Historians and social scientists work to explain what happened through a continuous process of questioning, research, analysis, and interpretation</p> <p>Historians and social scientists work to articulate the lessons learned from a particular set of circumstances so that we can make meaning of other sets of circumstances</p> <p>One event has a ripple effect on other events</p> <p>Language and images have the power to inspire action</p>	<p style="text-align: center;"><u>Content</u></p> <p>What does it take to plan for change? What does it take to make it happen?</p> <p style="text-align: center;"><u>Process</u></p> <p>How do historians and social scientists handle different points of view?</p> <p>What are the lessons learned from this (e.g. event, biography, primary source, time period)?</p> <p>What is the cause and what is the effect of this historical event?</p> <p>What am I trying to say? Who is my audience? How does that affect what I say and how I say it?</p>	<p>Ch. 21 Processing</p> <p>Ch.22 Processing (optional)</p> <p>Ch. 22 Test</p> <p>Ch.23 Processing</p>	<p>branches of government</p> <p>civil war</p> <p>compromise</p> <p>conflict</p> <p>constitution</p> <p>democracy</p> <p>foreign policy</p> <p>freedom</p> <p>government</p> <p>independence</p> <p>Manifest Destiny</p> <p>Politics</p> <p>Republic</p> <p>Revolution</p> <p>Slavery</p> <p>states' rights</p> <p>territory</p> <p>treaty</p> <p>union</p>