

# Deer Valley Unified School District

## Social Studies Curriculum



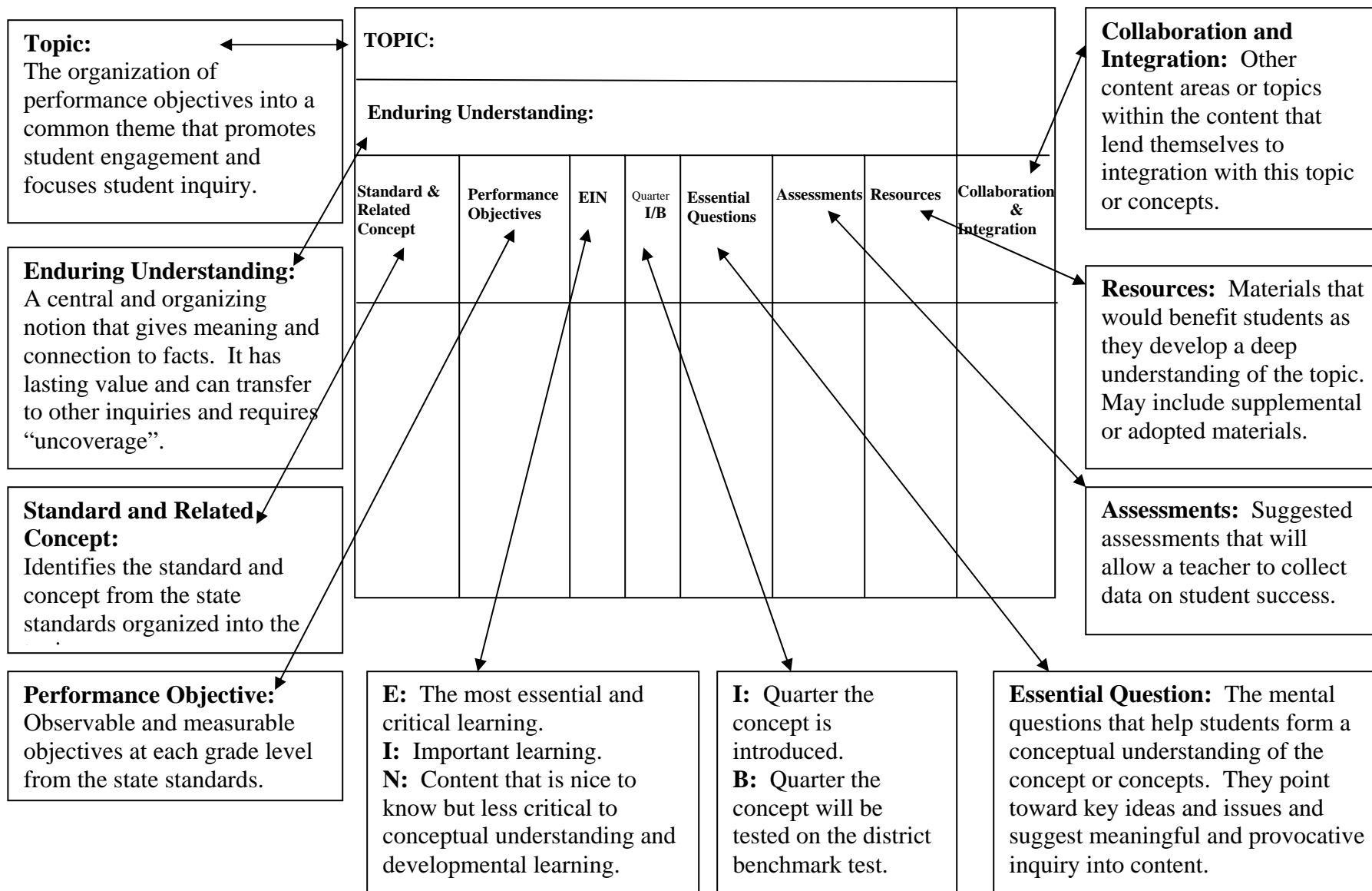
# Eighth Grade

Revised  
June 12, 2009

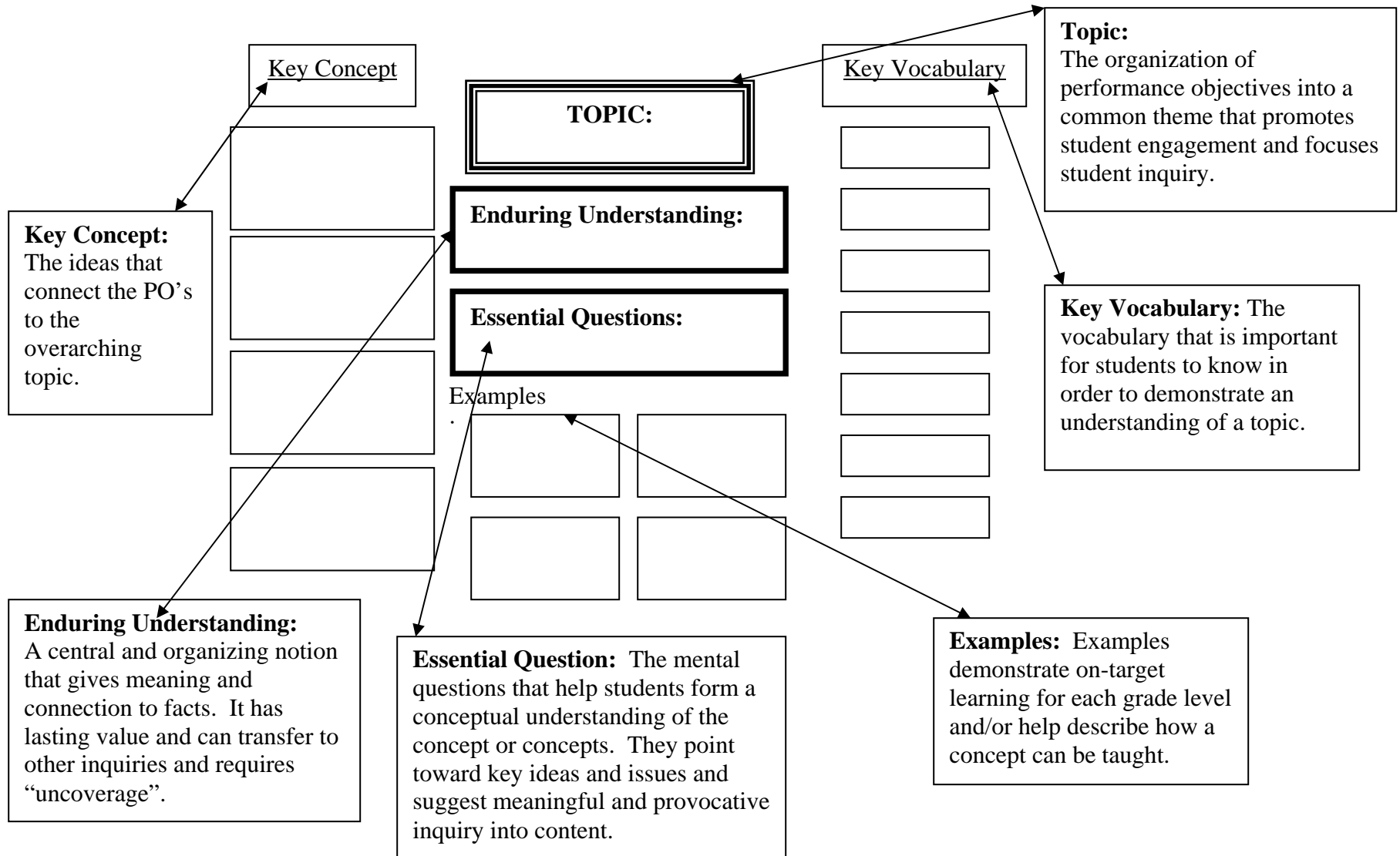
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## Curriculum Definition Page



## Concept Map Definition Page



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

### 1<sup>st</sup> Quarter

American Revolution (3 wks)  
New Nation (2 wks)  
Civics/Constitution (4 wks)

Research  
Current Events  
Economics  
Geography

Strand 1: Concept 4  
PO 1-3  
Strand 1: Concept 4  
PO 3-6  
Strand 1: Concept 4  
PO 3-6  
Strand 3: Concept 2  
PO 1-5  
Strand 3: Concept 3  
PO 1-9

### 2<sup>nd</sup> Quarter

WWII (9 wks)

Research  
Current Events  
Economics  
Geography

Strand 1: Concept 8  
PO 1-7  
Strand 2: Concept 8  
PO 1-8

### 3<sup>rd</sup> Quarter

Post War:  
A) Cold War (3 wks)  
B) Korean War (1 wk)  
C) Vietnam War (2 wks)  
D) Civil Rights (3 wks)

Research  
Current Events  
Economics  
Geography

Strand 1: Concept 9  
PO 1-6  
Strand 1: Concept 9  
PO 6  
Strand 2 Concept 8  
PO 9-16

### 4<sup>th</sup> Quarter

Contemporary Modern World  
A) 1970s  
B) 1980s  
C) 1990s  
D) 2000s

Research  
Current Events  
Economics  
Geography

Strand 1: Concept 10  
PO 1-10  
Strand 2: Concept 9  
PO1-3  
Strand 5: Concept 2  
PO 1-9  
Strand 5: Concept 3  
PO 1-3  
Strand 5: Concept 4  
PO 1-4

Deer Valley Social Studies Quarterly Scope

Grade: 8

<b>TOPIC:</b> Revolutionary War <b>Enduring Understanding:</b> People have the right to govern themselves						Quarter this will be taught: <u>1</u>
<b>Standard and Related Concept</b>	<b>Performance Objectives</b>	<b>EIN</b> <small>Quarter</small>	<b>Essential Questions</b>	<b>Assessments</b>	<b>Resources</b> <small>Ch=Chapter L=Lesson</small>	<b>Collaboration and Integration</b>
Strand 1: American History Concept 4: Revolution and New Nation	PO1: Analyze the following events which led to the American Revolution: a. Tea Act b. Stamp Act c. Boston Massacre d. Intolerable Acts e. Declaration of Independence	I	How did the thinking of the Loyalists differ from that of the Patriots?	*  *	Ch. 6 Pgs. 156-181	See supplemental pages
	PO2: Describe the significance of key events of the Revolutionary War: a. Major battles (e.g., Lexington, Saratoga, Trenton) b. Aid from France c. Surrender at Yorktown	I				
	PO3: Describe the impact of the following key individuals on the Revolutionary War: a. Benjamin Franklin b. Thomas Jefferson c. George Washington d. Patrick Henry e. Thomas Paine f. King George III	N	How did Revolutionary political and military leaders bring about a successful outcome?	* * * * *		
Strand 3: Civics/Government Concept 1: Foundations of Government. PO1. Describe how the following philosophies and documents influenced the creation of the Constitution: a. Magna Carta b. English Bill of Rights c. Montesquieu's separation of power	E	*  *				

	<ul style="list-style-type: none"> <li>d. John Locke's theories-natural law, social contract</li> <li>e. e. Mayflower Compact</li> <li>f. f. Declaration of Independence</li> </ul>		What is the price of freedom?	*		
				*		
<p>Strand 1: American History</p> <p>Concept 4: Revolution and New Nation</p>	<p>PO4: Describe the significance of the following documents :</p> <ul style="list-style-type: none"> <li>a. Declaration of Independence</li> <li>b. Constitution</li> <li>c. Bill of Rights</li> </ul>	E		*		
				*		
				*		

**Key Concepts:**

Enlightenment Ideals - Rights of Man and Self-Determination, writing of Declaration of Independence

Economic factors that contributed to colonists' dissatisfaction and justification for revolution

Military strengths and weaknesses, strategy of Am. Colonies and Great Britain

Effects of Revolutionary War and the Declaration of Independence

Political and military leaders of Am. Colonies and Great Britain

**TOPIC:**  
**American Revolution**

**Enduring Understanding(s)**  
People have the right to govern themselves  
The American Revolution is the beginning of the United States as the colonies separated from England

**Essential Question(s):**  
What is the price of freedom?  
How did the thinking of the Loyalists differ from that of the Patriots?  
How did Revolutionary political and military leaders bring about a successful outcome?

**Examples:**

Net simulation on classzone.com Chapter 6: Boston Massacre

Assume Loyalist, neutral and Patriot roles to hold a town meeting. TCI

Create an illustrated timeline of American rebellion and significant events.

Lit Study: *Johnny Tremain* on americanhistory.dvusd.org with optional web quest

**Vocabulary**

Republic

Inalienable Rights

Common Sense

Loyalists vs. Patriots

Treaty of Paris

Shot heard 'round the world

Minutemen

Sons of Liberty

Valley Forge

Mercantilism



Deer Valley Social Studies Quarterly Scope

Grade: 8th

<b>TOPIC:</b> The Constitution <b>Enduring Understanding:</b> American System of Government						Quarter this will be taught: 1st
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 3: Civics and Government Concept 2: Structure of Government	PO1. Describe the following principles on which the constitution (as the Supreme Law of the Land) was founded: a. federalism (enumerated, reserved, concurrent powers) b. popular sovereignty c. Separation of Powers d. Checks and balances e. Limited government f. Flexibility- Elastic Clause, amendment process	E	Explain why the Constitution has remained relevant today.	*  * * * *	Pp.. 238-239  Pp.. 242-288	See supplemental page  Constitution Handbook available on classzone.com  americanhistory.dvusd.org
	PO2. Differentiate the roles and powers of the three branches of the federal government.	E			*	
	PO3. Explain the electoral process (e.g. primary and general elections, popular vote, electoral college).	I				
	PO4. Explain how a candidate can be elected president without receiving a majority of popular vote (e.g. Adams-Jackson, Hayes-Tilden, Bush-Gore)	N				
	PO5. Describe the line of succession to the presidency (i.e., 25 <sup>th</sup> Amendment, through Cabinet members).	N				
Concept 3: Functions of Government	PO1. Compare the ways the federal and Arizona governments operate: g. three branches h. Constitution i. Election process (e.g., congressional and legislative districts, propositions, voter registration)	N				
	PO2. Compare the process of how a bill	I				

	<p>becomes a law at the federal and state level.          PO3. Describe the following forms of direct democracy in Arizona:</p> <ul style="list-style-type: none"> <li>a. initiative</li> <li>b. referendum</li> <li>c. recall process</li> </ul>	I	<p>Why is the Bill of Rights important to citizens?</p> <p>What are your rights, responsibilities, and roles of citizens?</p>	*		
	<p>PO4. Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal).          PO5. Describe the significance of the Amendments to the Constitution.</p>	N  E				
	<p>PO6. Compare the adult and juvenile criminal justice systems.          PO7. Summarize the significance of the following Supreme Court cases :</p> <ul style="list-style-type: none"> <li>a. Marbury v Madison</li> <li>b. Plessy v Ferguson</li> <li>c. Brown v Board of Education</li> <li>d. Gideon v Wainright</li> <li>e. Miranda v Arizona</li> <li>f. Korematsu v United States</li> </ul>	N  I			<p>* * *  * *</p>	

**TOPIC:**  
**Constitution**

**Key Concepts**

Principles of the Constitution

Rights and responsibilities of Citizens

How a bill becomes a law

The electoral process

Roles and powers of the 3 branches of government

**Enduring Understanding:**

American Constitution is a document which set up the 3 distinct parts of the government  
Upon ratification of the Constitution, the Bill of Rights was added to protect individual liberties

**Essential Question(s):**

Explain why the Constitution has remained relevant today.  
Why is the Bill of Rights important to citizens?  
What are your rights, responsibilities, and roles of citizens?

**Examples:**

Research (jigsaw) important Supreme Court cases and teach to the class  
[www.landmarkcases.org](http://www.landmarkcases.org)

Role play how a bill becomes a law –  
Constitution Handbook on [classzone.com](http://classzone.com)

Create a graphic organizer (tree map) of roles & powers of the 3 branches of government

Cooperative Groups: Play charades using Bill of Rights. Each group acts out an amendment; create posters explaining each amendment

**Vocabulary**

Popular sovereignty

Checks and balances

Democracy

Amendment

Separation of powers:  
Judicial, Executive,  
Legislative Powers

Electoral College

Veto

Limited government

Senate & House of Representative

Supreme Court

Bill, Law

Federalism: Enumerated, concurrent, and reserved powers

Deer Valley Social Studies Quarterly Scope

Grade: 8th

<b>TOPIC:</b> A New Nation <b>Enduring Understanding:</b> Centralization of power (13 colonies into one nation, national interests vs. states' rights)						Quarter this will be taught: 1st
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1: American History Concept 4: Revolution and New Nation	PO5. Explain the influence of the following individuals in the establishment of a new government: a. Thomas Jefferson b. James Madison c. John Adams d. Benjamin Franklin	I	Why is the Bill of Rights important to citizens?  What are your rights, responsibilities, and roles of citizens?	*	Ch. 8 Pg. 218  Ch. 9 Pg. 293	See supplemental pages
	PO6. Describe how one nation evolved from thirteen colonies: a. Constitutional convention b. George Washington's presidency c. Creation of political parties (e.g. Federalists, Whigs, Democratic-Republicans).	E		*		
Strand 3: Civics/ Government Concept 1: Foundations of Government	PO2. Analyze the purpose and outcome of the Constitutional Convention (e.g., weaknesses of the Articles of Confederation, compromises).	N		*	Ch. 8-2 Pg. 228	
	PO3. Analyze the struggle between the federalists and the anti-federalists over the ratification of the Constitution (e.g., Federalists' Papers, Bill of Rights).	E		*	Ch. 8-3 Pg. 234	

**Key Concepts:**

Strengths and weaknesses of the Articles of Confederation

Precedents set by George Washington's presidency.

Need for creation of a new plan of government rather than revising Articles of Confederation.

Federalist and Anti-Federalist arguments about centralization of power

**TOPIC:**  
A New Nation

**Enduring Understanding:**  
Centralization of power (13 colonies into one nation, national interests vs. states' rights)  
Peaceful transition of power (i.e. President to President, Articles of Confederation to Constitution, States to Federal)

**Essential Question(s):**  
How did the United States government address issues that confronted the new nation (i.e. Revolution War debts, currency, trade, discontent)?  
What were the divergent views regarding the powers of the national and state government?

**Examples:**

Pretend you are a Federalist or Anti-Federalist. Write a persuasive essay about your stance

Research the precedents set by Washington's administration.

Hold a debate- Thomas Jefferson vs. Alexander Hamilton.

**Vocabulary**

Republic

Shay's Rebellion

Federalists

Anti-Federalists

Ratification

Federalist Papers

Alexander Hamilton

Northwest Ordinance

Cabinet

Federal Judiciary Act

Deer Valley Social Studies Quarterly Scope

Grade: 8

<b>TOPIC:</b> World War II <b>Enduring Understanding:</b> Different ideologies led to global conflict; U.S. successfully fought a two hemispheric war						Quarter this will be taught: <u>2</u>
<b>Standard and Related Concept</b>	<b>Performance Objectives</b>	<b>EIN</b> <small>Quarter</small>	<b>Essential Questions</b>	<b>Assessments</b>	<b>Resources</b> <small>Ch=Chapter L=Lesson</small>	<b>Collaboration and Integration</b>
Strand 1: American History Concept 8: Great Depression and World War II	PO1. Review the impact of the Great Depression on the United States.	I	How did isolationists and interventionists opinions differ regarding America's responsibilities to other nations?  Why did the United States enter the war?	*	Ch. 26 Pgs. 726-751	See supplemental pages
	Strand 3: Civics and Government Concept 5: Government Systems of the World	PO1. Compare the different world governments and ideologies: a. dictatorship b. totalitarian (fascist, Nazis) c. democracy d. Socialism e. Communism		E	* * * * *	
Strand 5: Economics Concept 1: Foundations of Economics	PO4. Interpret Adam Smith's ideas of a market economy: a. property rights b. freedom of enterprise c. competition d. consumer choice e. limited role of government	I		*		
Concept 4: Global Economics	PO1. Compare how private property rights differ in market economies versus command economies (e.g. capitalism versus communism).	I	How did the war create economic opportunities for minorities and women?	*		
Strand 2: World History Concept 8: World at War	PO1. Review the rise of totalitarianism in Europe following World War I. PO2. Analyze the major causes of World War II: a. Japanese Imperialism- aggressive search for resources	I  E		*		

	<ul style="list-style-type: none"> <li>b. Fascism and Nazism- political ideologies</li> <li>c. Treaty of Versailles-resentment toward consequences.</li> </ul> <p>PO3. Trace the series of invasions and conquests in the European and Pacific Theaters (i.e., Germany, Soviet Union, Italy, Japan, United States) in World War II.</p>	I		*		
Strand 1. American History Concept 8. Great Depression and World War II	<p>PO2. Describe how Pearl Harbor led to United States involvement in World War II.</p> <p>PO3. Describe the impact of World War II on economic recovery from the Great Depression.</p> <p>PO4. Explain how the following factors affected the U.S. home front during World War II:</p> <ul style="list-style-type: none"> <li>a. war bond drives</li> <li>b. war industry</li> <li>c. women and minorities in the work force</li> <li>d. rationing</li> <li>e. internment of Japanese-,German-, and Italian- Americans.</li> </ul>	E N I		*		
Strand 2: World History Concept 8: World at War	<p>PO4. Describe the following events leading to the Allied victory:</p> <ul style="list-style-type: none"> <li>a. D-Day invasion</li> <li>b. Battle of the Bulge</li> <li>c. Japanese defeat in Iwo Jima and Okinawa</li> <li>d. Atomic bombing of Hiroshima and</li> </ul>	E		*		

<p>Strand 1: American History Concept 8: Great Depression and World War II</p>	<p>Nagasaki PO5. Describe the Holocaust, focusing on racism and intolerance.</p> <p>PO5. Describe Arizona’s contributions to the war effort: a. Native American Code Talkers b. Ira Hayes c. Mining d. Training bases e. POW and internment camps</p> <p>PO6. Summarize the United States’ role in the following events: a. D-Day invasion b. Battles of the Pacific c. Development and use of the atomic bomb d. V-E Day/ V-J Day</p> <p>PO7. Analyze the following individuals’ significance to World War II: a. Franklin D. Roosevelt b. Dwight Eisenhower c. George Patton d. Douglass MacArthur e. Harry Truman f. Eleanor Roosevelt</p>	<p>E</p> <p>N</p> <p>I</p> <p>E</p>		<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>Ch. 27-2 Pgs. 767-769</p>	
<p>Strand 3: Civics/ Government Concept 3: Functions of Government</p>	<p>PO8. Describe the impact of the following executive orders and decisions: a. Executive Order 9066- creation of internment camps on U.S. soil. b. Manhattan Project c. Use of Atomic Bomb</p>	<p>E</p>		<p>*</p>		



## Key Concepts

Analyze world governments and ideologies (dictatorship, socialism, totalitarianism, communism, democracy, etc.)

Comparison of world economic systems (market, mixed, command, etc.)

Causes of World War II (World War I, economic instability, political unrest and aggression, Japanese search for resources)

Military and political leaders

Home front (role of women and minorities)

Outcomes and effects of World War II / Holocaust

## TOPIC: World War II

### **Enduring Understanding:**

Different ideologies led to global conflict  
U.S. successfully fought a two hemispheric war

### **Essential Question(s):**

How did isolationists' and interventionists' opinions differ regarding America's responsibilities to other nations?  
Why did the United States of America enter the war?  
How did the war create economic opportunities for minorities and women?

### **Examples:**

WebQuests (home front, Holocaust, Anne Frank)  
Lit Study: see  
[americanhistory.dvusd.org](http://americanhistory.dvusd.org)

PROMPT: Write an essay or draw a cartoon based on the quote "I fear all we have done is to awaken a sleeping giant"

Compare and contrast Hitler, Stalin, Mussolini, and Tojo. Create WWII propaganda posters

Research which groups Nazis deemed unfit to belong to the Aryan "master race". Research how some Europeans showed resistance to Nazi persecution of the Jews or how Americans supported the war

## Vocabulary

Rosie the Riveter/Fireside Chats

Allied vs. Axis Powers

Appeasement

Blitzkrieg

Nazism

Native American Code Talkers

Final Solution/ Genocide

Lend-Lease Act

Pearl Harbor

Rationing

Manhattan Project

Holocaust/ Internment Camps

Deer Valley Social Studies Quarterly Scope

Grade: 8<sup>th</sup>

<b>TOPIC:</b> Post War- Cold War, Korean War, Vietnam, Civil Rights						Quarter this will be taught: 3rd
<b>Enduring Understanding:</b> The United States was involved in the Arms Race and the prevention of communism. The 50's , 60's, and 70's were an era of social upheaval that led to advancements in American civil rights						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 2: World History Concept 8: World at War	PO6. Summarize each of the following outcomes of World War II: a. redrawing of political boundaries in Europe b. tensions leading to Cold War c. formation of the United Nations. d. Beginning of atomic age e. Rebuilding of Japan	E	What were the goals of U.S. foreign policy during the Cold War?	* * *	Ch. 28 Pp. 789-794	See supplemental pages
	PO7. Compare the rebuilding of Japan with the rebuilding of Germany following World War II. PO8. Describe the following events resulting from World War II: a. Nuremberg Trial b. Marshall Plan c. NATO / Warsaw Pact d. Creation of United Nations e. Creation of Israel	N  I	How did the actions of Senator McCarthy worsen the nation's concerns about communism?	* *		
Strand 2: Civics/ Government Concept 5: Government Systems of the World	PO2. Explain U.S. and world foreign policies leading to the Cold War: a. Truman Doctrine b. NATO c. Warsaw Pact d. Marshall Plan	I		* *		
	Strand 1: American History Concept 9: Postwar United States	PO1. Describe the following origins of the Cold War: a. Western fear of communist	E		Pp. 798-799	



<p>Strand 1: American History Concept 9: Postwar United States</p>	<p>PO12. Describe how the following impacted the Vietnam War:  a. historical relationship of China and Vietnam  b. French Indochina War  c. Containment of Communism  d. Ho Chi Minh Trail  e. Conflict resolution</p> <p>PO4. Identify the role of the United States in the Vietnam Conflict:  a. containment of Communism- Domino Theory  b. Gulf of Tonkin Resolution  c. Tet Offensive  d. Anti-war protests  e. Vietnam Peace Accords</p> <p>PO5. Describe life in the U.S. during the Post War period (e.g. transportation, communication, technology, medical, entertainment, growth of suburbs).</p> <p>PO6. Describe the importance of the following civil rights issues and events:  a. Jim Crow Laws- literacy test, poll taxes, Grandfather Clause, education  b. Nonviolent protests- Montgomery Bus Boycott, sit-ins, voter registration, freedom riders  c. Desegregation- military, schools, transportation, sports  d. Civil Rights Act of 1964  Voting Rights Act of 1965</p>	<p>E</p> <p>E</p> <p>N</p> <p>E</p>	<p>How was the social and political structure of the South changed by the events of the Civil Rights Movement?</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p> <p>*</p>		
<p>Strand 3: Civics/ Government Concept Functions of Government</p>	<p>PO 9. Describe the impact that the following Act and individuals:  a. Civil Rights Act of 1964</p>	<p>E</p>		<p>*</p>		

<p>Concept 4: Rights, Responsibilities, and Roles of Citizenship</p>	<p>b. Voting Rights Act of 1965  c. Indian Rights Act of 1968</p> <p>PO4. Describe the impact that the following had on rights for individuals and groups:</p> <p>a. Jim Crow Laws- literacy test, poll taxes, Grandfather Clause  b. Civil Rights Movement (Martin Luther King, Jr., Rosa Parks)  c. Desegregation- military, schools, transportation, sports  d. United Farm Workers (Cesar Chavez)  e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)</p>	<p>E</p>	<p>In addition to African Americans, what other groups were pressing for civil rights? How did they accomplish their goals?</p>	<p>*</p> <p>*</p> <p>*</p> <p>*</p>	<p>Pp. 813-831</p>	
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**Key Concepts:**

Legislation of the Civil Rights movement

Civil Disobedience/ Nonviolent Protest

Supreme Court decisions and their impact

Hispanic Rights

Women's Rights

African American Rights

Native American Rights

**TOPIC:**  
**Civil Rights**

**Enduring Understanding:**  
The 50's, 60's, and 70's were an era of social upheaval that led to advancements in American civil rights

**Essential Question(s):**  
In addition to African Americans, what other groups were pressing for civil rights? How did they accomplish their goals?  
How was the social and political structure of the South changed by the events of the Civil Rights Movement?

**Examples:**

Use Civil Rights lessons from save our history.org

Create skits and/or poster presentations about leaders and events of the Civil Rights movement

Use Arizona history to find local civil rights leaders, violations (Indian boarding schools, United Farm Workers)

Discuss and write about the American Dream after listening to I Have a Dream... speech

**Vocabulary**

Jim Crow laws

Martin Luther King, Jr.  
Malcolm X

Cesar Chavez (United Farm Workers)

ERA

Indian Rights Act of 1968

Sit-ins

Voting Rights Act of 1965

Segregation/Integration

New Frontier/ Great Society

Rosa Parks

Civil Rights/ Black Power

Plessy v. Ferguson  
Brown v. Board of Ed

**Key Concepts:**

Military and political leaders of Cold War (Truman, Eisenhower, JFK, Johnson, Castro, MaoTse Tung, Ho Chi Minh, Khrushchev)

Rebuilding of Japan & Germany  
Restructuring of Europe  
(Communist bloc) & Middle East  
(creation of Israel)

Cold War (competition between communist & capitalist ideologies- space & arms race, Cuban missile crisis, Berlin Wall)

Conformity of the 1950's

Korean War

Vietnam War

**TOPIC:**  
**Postwar**  
**Cold War – Korea and Vietnam**

**Enduring Understanding:**  
The United States was involved in the Arms Race and the prevention of communism.

**Essential Question(s):**  
What were the goals of U.S. foreign policy during the Cold War?  
How did the actions of Senator McCarthy worsen the nation's concerns about communism?  
How did world politics influence postwar American culture?

**Examples:**

Route 66 map activity pg. 804 in text

Interview people who remember the Vietnam War, Cuban Missile Crisis, duck & cover

LITERATURE: Picture Book – Butter Battle Book by Dr. Seuss Red Scarf Girl by Ji-Li Jiang

Use songs and poetry from the 1960's to illustrate Americans' viewpoints and actions on the Vietnam War.

**Vocabulary**

Iron Curtain

Sputnik

Blacklist

McCarthyism

GI Bill

Suburbs

Berlin Wall

Gulf of Tonkin Resolution

38<sup>th</sup> parallel /Domino Theory

Cuban Missile Crisis/Brinkmanship

United Nations

Atomic Age

Marshall Plan





<p>Concept 6: Geographic Applications</p>	<p>PO1. Describe ways geographic features and conditions influenced historical circumstances in different periods of time (e.g., jungle warfare in Vietnam, desert warfare in Iraq)</p>					
<p>Strand 1: American History Concept 10: Contemporary United States</p>	<p>PO1. Describe events of the presidency of Richard Nixon (e.g., opening of foreign relations with China, Watergate, resignation). PO2. Describe events of the presidency of Gerald Ford (e.g., succession to presidency, pardoning of Nixon). PO3. Describe events of the presidency of Jimmy Carter (e.g., Camp David Peace Accords, Iran Hostage Crisis). PO4. Describe events of the presidency of Ronald Reagon (e.g., Star Wars, Iran-Contra Affair).</p>	<p>E N N N</p>	<p>How is government's role shaped by changes in American society?</p>			
<p>Strand 5: Economics Concept 4: Global Economics</p>	<p>PO2. Identify the effects of trade restrictions (e.g., imports, exports, tariffs) between national and world regions. PO3. Describe the role of the United States government in influencing international commerce (e.g., Cuba, china, Middle East). PO4. Identify interdependence in economic development between nations (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank).</p>	<p>N N N</p>				
<p>Strand 2: World History Concept 8: World At War</p>	<p>PO 13. Examine the fall of Communism and the unification of European nations: a. Germany-reunification, Berlin Wall torn down b. Russia- Gorbachev, Glasnost and Perestroika c. Union of Soviet Socialist Republics- countries regained independence</p>	<p>E</p>				

	<p>d. European Union formed</p> <p>PO14. Describe the following events in the Middle East during the 20<sup>th</sup> and 21<sup>st</sup> century:</p> <ul style="list-style-type: none"> <li>a. creation of Isreal</li> <li>b. conflicts between Israeli and Palestinian governments</li> <li>c. Camp David Peace Treaty</li> <li>d. Persian Guld War</li> <li>e. Iraq War</li> </ul> <p>PO15. Compare independence movements in various parts of the world (e.g., India/Pakistan, Latin America, Africa, Asia) during the 20<sup>th</sup> century.</p> <p>PO16. Examine human rights issues during the 20<sup>th</sup> century (e.g. Apartheid, genocide, famine, disease).</p>	<p>E</p> <p>N</p> <p>I</p>	<p>How is America viewed in different regions of the world?</p>			
<p>Strand 1: American History</p> <p>Concept 10: Contemporary United States</p>	<p>PO5. Describe events of the presidency of George H.W. Bush (e.g., Persian Gulf War, Berlin Wall Falls)</p> <p>PO6. Describe events of the presidency of William Clinton (e.g., economic growth, impeachment).</p> <p>PO7. Describe events of the presidency of George W. Bush (e.g., September 11 Terrorist, Attacks, Afghanistan, Iraq War).</p>	<p>I</p> <p>I</p> <p>E</p>				
<p>Strand 5: Economics</p> <p>Concept 5: Personal finance</p>	<p>PO1. <i>Explain how scarcity influences personal financial choices, (e.g., budgeting, saving, investing, and credit).</i></p> <p>PO2. Describe types of personal investments. (e.g., saving accounts, stocks, mutual funds, bonds, retirement funds, land).</p> <p>PO3. Describe the role of the stock market in personal investing.</p> <p>PO4. Describe various forms of credit. (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans).</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p>				

	<p>PO5. Analyze consumer credit (e.g., advantages, disadvantages, and alternatives).</p> <p>PO6. analyze the costs and benefits of producing a personal budget.</p> <p>PO7. Create a personal budget to include fixed and variable expenses.</p> <p>PO8. Identify the benefits of future financial planning</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p>				
<p>Strand 4: Geography</p> <p>Concept 5: Environment and Society</p>	<p>PO1. Describe how humans modify ecosystems (e.g., deforestation and desertification).</p> <p>PO2. Describe why humans modify ecosystems (e.g., resources, economic livelihood).</p> <p>PO3. Explain how changes in the natural environment can increase or diminish its capacity to support human activities (e.g., global warming, pollution, mining, natural disasters, water table).</p> <p>PO4. Explain how technology affects the environment (e.g., the effects of chemical wastes on ecosystems; effects of modern waste disposal methods on ecosystems).</p> <p>PO5. Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).</p> <p>PO6. Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).</p>	<p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p> <p>N</p>				
<p>Strand 5: Economics</p> <p>Concept 2: Microeconomics</p>	<p>PO1. Identify the functions and relationships among various institutions (e.g., business firms, banks, governments agencies, labor</p>	<p>N</p>				



**Key Concepts:**

Identify government issues:  
Watergate and Clinton impeachment (i.e. Constitutional provisions for transfer of power, presidential accountability, balance of power.

Change in Cold War policy that resulted in opening of foreign relations with China & Soviet Union

America’s involvement in the Middle East (i.e. creation of Israel, Palestinian conflict, Iran, oil, Persian Gulf War, 9/11, Iraq War

Human rights issues (i.e. apartheid, genocide, famine, disease, immigration)

Impact of new technology on daily life and the economy (communication, transportation, etc)

Fall of Communism

**TOPIC:**  
**Contemporary World**  
(Economics –Strand 5 emphasis)

**Enduring Understanding:**  
America’s role in a global economy and society constantly changes  
U.S. citizens have a responsibility to participate in our democratic republic  
Our world is interconnected

**Essential Question(s):**  
How is government’s role shaped by changes in American society?  
How have computers and technology transformed American life?  
How is America viewed in different regions of the world?

**Examples:**

Timeline of the student’s life highlighting technological advances and political events

WebQuests (9/11, Conflict in the Middle East) – see supplemental page

Editorialize a news event by having students write or perform

Debate different viewpoints in the Middle East conflicts.(i.e. Israel vs. Palestine)  
Simulation – Israeli/ Palestinian conflict – see supplemental page

**Vocabulary**

Perestroika/Glasnost

Supply-side economics

Global economy

Trade deficit

Import/ Export

Deficit spending

Inflation/Recession

Apartheid/Genocide

Downsize/Outsource

Detente

OPEC

Patriot Act/ Homeland Security

## Alignment of stories from the HRW Elements of Literature textbooks with the Social Studies Curriculum

C1: First Course is the green, 7<sup>th</sup> grade book

C2: Second Course is the red, 8<sup>th</sup> grade book

Language Arts teachers may wish to keep class sets of both textbooks in their classrooms and divide the stories to coincide with the social studies curriculum. This would be a campus/department decision.

### 8<sup>th</sup> Grade Social Studies Curriculum 8<sup>th</sup> Grade Social Studies Curriculum

<b>1<sup>st</sup> Quarter</b> American Revolution, New Nation	<b>2<sup>nd</sup> Quarter</b> WWII	<b>3<sup>rd</sup> Quarter</b> Post War (Cold War, Korean War, Vietnam, Civil Rights)	<b>4<sup>th</sup> Quarter</b> Contemporary World
“Paul Revere’s Ride” by Henry Wadsworth Longfellow C2 pg. 537	“The Diary of Anne Frank” play version C2 pg. 338	“I Have a Dream” by MLK Jr. C2 pg. 678	“The Circuit” by Francisco Jimenez C2 pg. 658
“Too Soon a Woman” by Dorothy M. Johnson C2 pg. 547	“A Tragedy Revealed: A Heroine’s Last Days” by Ernst Schnabel C2 pg. 419	“The Power of Nonviolence” by John Lewis C2 pg. 681	“The Habit of Movement” by Judith Ortiz Cofer C2 pg. 665
	“Walking with Living Feet” Student Writing C2 pg. 433		“Coming to America” by Janet Bode C2 pg. 686

	“Anataeus” by Borden Deal C1 pg. 469		
	“Camp Harmony” from Nisei Daughter by Monica Stone C2 pg. 645		
	“In Response to Executive Order 9066” C2 pg. 652		

Supplemental Resources: 8<sup>th</sup> Grade Social Studies

**American Revolution:**

Geography study on 13 colonies

**Civics/Government/Constitution**

We the People

Teaching the Constitution, Annenberg Foundation

Arizona Council for SS

National Geographic Alliance

Bill of Rights Institute

Constitution Center

Arizona Foundation for Legal Services

Street Law

Law for Kids.org

Schoolhouse Rock

Kids Voting

**A New Nation:**

10 Days that Shook the World Video: "Shay's Rebellion" section

**WW II**

WebQuests:

<http://www.spa3.k12.sc.us/WebQuests/Anne%20Frank/index.html>

[http://www.csun.edu/~dar04956/617\\_rothpc/intro.html](http://www.csun.edu/~dar04956/617_rothpc/intro.html)  
[1792714](http://www.csun.edu/~dar04956/617_rothpc/intro.html)

[http://www.uni.edu/schneidj/webquests/InsideLook/Teacher\\_Page.html](http://www.uni.edu/schneidj/webquests/InsideLook/Teacher_Page.html)

<http://www.uni.edu/schneidj/webquests/WWIIChildren/wb25/Intro.html>

<http://www.newlondon.org/html/bdjms/Holocaust.htm>

Winston Churchill's speeches

Ken Burns "The War" video clips

Teaching Tolerance Videos "IF You Cried, You Died"

USHMM.org

United Streaming videos

FDR Fireside chats

Decades: Peter Jennings series

**PostWar:**

Dr. Seuss' Book Butter Battle Book

I Love Lucy, Ozzie and Harriet clips

Letter from Khrushchev to Kennedy:

<http://www.ibiblio.org/expo/soviet.exhibit/x2jfk.html>

Historical events 1945—Modern

<http://www.ena.lu/>

Songs from 50's 60's

Route 66

Cheeta Girls Route 66 song <http://music.aol.com/video/route-66/cheetah-girls/>