

**Mascoutah Community School District #19**  
**8<sup>th</sup> Grade Social Studies**

Month	Content	Skills	Assessments	Standards	Academic Vocabulary
August	<ul style="list-style-type: none"> <li>-Push/Pull factors of Eng. Colonization of Americas</li> <li>-Formation of 13 Eng Colonies</li> <li>-Native American/col. relationship</li> </ul>	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-Summarizing main idea primary/Secondary sourcing</li> <li>- provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question</li> <li>– Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	<p>8<sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards:</p> <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>

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September	<ul style="list-style-type: none"> <li>-Economic &amp; social development of American col. 1<sup>st</sup> half of 18<sup>th</sup> cent</li> <li>-Influence of religion</li> <li>-Economic dependence on slavery in South</li> </ul>	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-summarizing main idea</li> <li>primary/Secondary sourcing</li> <li>-provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question</li> <li>– Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	<p>8<sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards:</p> <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>

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October	<ul style="list-style-type: none"> <li>-Development of economic &amp; social classes in col.</li> <li>-Religious &amp; philosophical movements</li> <li>-War between France &amp; Eng. (Fr. &amp; Ind War) over settlement of western lands</li> <li>-Causes of tension between Br. Govt &amp; col from 1763-1776</li> <li>-Issues leading to Dec of Ind</li> </ul>	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-summarizing main idea</li> <li>primary/Secondary sourcing</li> <li>-provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question</li> <li>– Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	<p>8<sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards:</p> <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>

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November	Battles, people, strategies, & hardships in American Revolution -Development of US govt from Articles of Confederation to Constitution -	-Note-taking - Outlining -summarizing main idea primary/Secondary sourcing -provide context clues -Cause/effect – sequencing -Analysis of documents & photos -Understanding fact v. opinion -recitation/present	-Document Based Question – Essay writing -daily work -homework -teacher questioning -tests -class participation	8 <sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards: -Citing Evidence -Summarizing -Cause/Effect -Vocabulary -Text Organization -Point of View -Visual Evidence -Fact v. Opinion -Text comparison -Independent reading	Acknowledges Advantages Allusions Analogies Analyze a Case Categories Conflicting Evidence Delineate Digital Text Disadvantages Distinctions Between Individuals Evaluate Impact Interpretation Irrelevant Key Concepts Refining Response Sound Reasoning Specific Claims Supporting Ideas Viewpoints

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Month	Content	Skills	Assessments	Standards	Academic Vocabulary
December	Underlying principles of US Constitution	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-summarizing main idea</li> <li>primary/Secondary sourcing</li> <li>-provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question</li> <li>– Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	8 <sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards: <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>

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January	<ul style="list-style-type: none"> <li>-Washington’s Presidency/Interpreting Constitution</li> <li>-Expansion in NW Territory</li> <li>-Formation of Pol. Parties/J. Adams</li> <li>-Problems w/foreign policy</li> </ul>	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-summarizing main idea</li> <li>primary/Secondary sourcing</li> <li>-provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question</li> <li>– Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	<p>8<sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards:</p> <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>

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February	<ul style="list-style-type: none"> <li>-Jeffersonian Democracy/ LA Purchase</li> <li>-Problems in foreign affairs- War of 1812</li> <li>-Ind Revolution in North – Cotton Boom &amp; spread of slavery in South</li> <li>-Increased sectionalism between N&amp;S</li> </ul>	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-summarizing main idea</li> <li>primary/Secondary sourcing</li> <li>-provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question</li> <li>– Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	<p>8<sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards:</p> <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>

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March	<ul style="list-style-type: none"> <li>-Jacksonian Democracy &amp; policies( i.e. Native Americans, national Bank, States' Rights)</li> <li>-Westward Migration</li> <li>-Manifest Destiny( TX Revolution, MX War, CA Gold Rush)</li> </ul>	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-summarizing main idea</li> <li>primary/Secondary sourcing</li> <li>-provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question – Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	<p>8<sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards:</p> <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>



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April	<ul style="list-style-type: none"> <li>-Immigration &amp; Push/Pull factors before 1860</li> <li>-Reform Movements (abolition, women's rights)</li> <li>-Lincoln's Election</li> <li>-Southern Secession</li> </ul>	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-summarizing main idea</li> <li>primary/Secondary sourcing</li> <li>-provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question</li> <li>– Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	<p>8<sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards:</p> <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>

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May	<ul style="list-style-type: none"> <li>-Civil War (battles, weapons, people, conditions)</li> <li>-Lincoln Assassination</li> <li>-Reconstruction (political &amp; economic effects)</li> <li>-Civil Rights Amendments (13,14,15)</li> <li>-IL History &amp; Government</li> </ul>	<ul style="list-style-type: none"> <li>-Note-taking</li> <li>- Outlining</li> <li>-summarizing main idea</li> <li>primary/Secondary sourcing</li> <li>-provide context clues</li> <li>-Cause/effect – sequencing</li> <li>-Analysis of documents &amp; photos</li> <li>-Understanding fact v. opinion</li> <li>-recitation/present</li> </ul>	<ul style="list-style-type: none"> <li>-Document Based Question</li> <li>– Essay writing</li> <li>-daily work</li> <li>-homework</li> <li>-teacher questioning</li> <li>-tests</li> <li>-class participation</li> </ul>	<p>8<sup>th</sup> Grade Social Studies supports ELA Core Curriculum Standards:</p> <ul style="list-style-type: none"> <li>-Citing Evidence</li> <li>-Summarizing</li> <li>-Cause/Effect</li> <li>-Vocabulary</li> <li>-Text Organization</li> <li>-Point of View</li> <li>-Visual Evidence</li> <li>-Fact v. Opinion</li> <li>-Text comparison</li> <li>-Independent reading</li> </ul>	<ul style="list-style-type: none"> <li>Acknowledges</li> <li>Advantages</li> <li>Allusions</li> <li>Analogies</li> <li>Analyze a Case</li> <li>Categories</li> <li>Conflicting Evidence</li> <li>Delineate</li> <li>Digital Text</li> <li>Disadvantages</li> <li>Distinctions Between Individuals</li> <li>Evaluate</li> <li>Impact</li> <li>Interpretation</li> <li>Irrelevant</li> <li>Key Concepts</li> <li>Refining</li> <li>Response</li> <li>Sound Reasoning</li> <li>Specific Claims</li> <li>Supporting Ideas</li> <li>Viewpoints</li> </ul>

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Month

Content

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Standards

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