

**Carter County Schools  
Social Studies Curriculum Map**

	<b>Eighth Grade Social Studies Curriculum Framework</b>		
	<b>Topic: GEOGRAPHY/GREAT CONVERGENCE (Instructional Days 1 - 33)</b>		
	<b>Big Idea: Geography and Historical Perspective</b>		
<b>August/Mid-September</b>	<p><i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>• use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs, databases) and mental maps helps to interpret information, analyze patterns and spatial data, and understand geographic issues encountered in the United States prior to Reconstruction.</li> <li>• patterns emerge as humans move, settle, and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict in the United States prior to Reconstruction.</li> <li>• regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.</li> <li>• people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in the United States prior to Reconstruction.</li> <li>• multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.</li> <li>• history is an account of human activities that is interpretive in nature, and a variety of tools are needed to analyze and understand historical events.</li> <li>• U.S. History can be analyzed by examining significant eras to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.</li> <li>• U.S. History has been impacted by significant individuals and groups.</li> <li>• geography, culture and economics have a significant impact on historical perspectives and events.</li> <li>• advances in science and technology have a significant impact on historical events.</li> </ul>		
<b>Content</b>			
<u>Program of Studies</u>	<u>Core Content for Assessment</u> What do students need to understand and be able to apply to new situations?	<u>I Can Statements</u>	<u>Literacy/Writing Standards/Targets</u>
	<u>Subtopic</u>		
<i>Students will</i> • demonstrate an understanding of patterns on Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models):	<u>SS-M8-4.1.1</u> Students will use a variety of geographic tools (maps, globes, photographs, models, and satellite images) to interpret patterns and locations on Earth’s surface in US history prior to	<b>**I Can Statements 1-6 is a geography review, and 7-12 is Exploration Assessment**</b>	<b>Literacy:</b>  1. Cite specific textual evidence to support analysis

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<p>o locate, in absolute or relative terms, landforms and bodies of water</p> <p>o locate, interpret patterns on Earth’s surface, and explain how different physical factors (e.g., rivers, mountains, seacoasts) impacted where human activities were located in the United States prior to Reconstruction</p> <p>• investigate regions of the Earth’s surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):</p> <p>o describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration</p> <p>o evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change</p> <p>o explain relationships between and among physical characteristics of regions and how they were made distinctive by human characteristics (e.g., dams, roads, urban centers);</p> <p>• investigate interactions among human activities and the physical environment in the United States prior to Reconstruction:</p>	<p>Reconstruction. DOK 3</p> <p><u>SS-M8-4.2.1</u> Students will explain how regions in the contemporary world can be made distinctive by human characteristics( e. g. dams, roads, urban centers) and physical characteristics (e.g. mountains, bodies of water) that create advantages and disadvantages for human activities DOK 2</p> <p><u>SS-M8-5.2.1</u> Students will explain events and conditions that led to the "Great Convergence" of European, African, and native American people beginning in the late 15th century, and explain how America's diverse society began as a result of these events. DOK 3</p> <p><i>SS-M8-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains, harbors) affected where human activities were located in the United States prior to Reconstruction.</i></p> <p><i>SS-M8-4.4.1 Students will explain how technology assisted human modification of the physical environment (e.g. canals, dams, irrigation, clearing land) in the United States prior to Reconstruction.</i></p> <p><i>SS-M8-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, natural disasters, natural barriers) both promoted and</i></p>	<p>1.) I Can locate absolute and relative locations on a map.</p> <p>2.) I Can interpret patterns on the Earth’s surface.</p> <p>3.) I Can explain how physical factors impact human movement.</p> <p>4.) I Can explain how a diverse American society came about as a result of the “Great Convergence”</p> <p>5.) I Can describe cultural interactions of early American people.</p> <p>6.) I Can explain how people used different resources</p>	<p>of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>9. Compare and</p>	

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**Topic: GEOGRAPHY/GREAT CONVERGENCE (Instructional Days 1 - 33)**

o explain how people used technology to modify the physical environment to meet their needs

- compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources
- demonstrate an understanding of the interpretative nature of history using a variety of tools and resources :
  - o investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different individuals and groups
  - o examine multiple cause-effect relationships that have shaped history
- investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:
  - o analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories

*limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.*

**History Assessment Dates: T=Taught, A=Assessed, R=Reinforced**

T	A	R

**Literacy/Writing Assessment Dates: T=Taught, A=Assessed, R=Reinforced**

T	A	R

and tools to settle America.

- 1.) I can locate where the American Indians settled, with emphasis on Arctic (Inuit), Northwest (Kwakiutl), Plains (Sioux), Southwest (Pueblo), Shawnee, and Eastern Woodland (Iroquois).
- 2.) I can describe the four patterns that explain why people settle in certain locations. (Scattered, Clustered, walled, and string)
- 3.) I can describe how the American Indians (First

contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

**Writing (every unit assesses Standards 1-2 which is assessed in our Interactive Student Notebooks)**

1. Write arguments focused on *discipline-specific content*.
  - a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and

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<p>and the impact this had on the United States prior to Reconstruction</p>						<p>Americans) used their environment to obtain food, clothing, and shelter.</p> <p>4.) I can describe the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations.</p> <p>5.) I can describe cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict.</p> <p>6.) I can identify the location and describe the characteristics of West African societies and their</p>
						<p>organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

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Topic: GEOGRAPHY/GREAT CONVERGENCE (Instructional Days 1 - 33)			
		interactions with traders through the Middle Passage.	<p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the</p>

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<b>Topic: GEOGRAPHY/GREAT CONVERGENCE (Instructional Days 1 - 33)</b>			
			<p>topic. e. Establish and maintain a formal style and objective tone. f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
<p><b><u>Vocabulary:</u></b> What terms could students use to clarify communication about this content? <b><u>**Column One is for Test #1**</u></b> Geography Globe Map Cartographer 5 Themes Map projections Hemisphere Equator Prime Meridian Oceans Continents Climate regions Physical regions Key/Legend</p>	<p><b><u>**Columns Two and Three are for Test #2**</u></b> Maize Nomad Archeology Maya Aztec Inca Terrace farming Aqueducts Causeways Data Ethnic Religion Perspective</p>	<p>Culture Civilization Artifact Migration Settlements Patterns Population Hieroglyphs Cuneiform Quipus Patterns Settlement Native American tribes and culture <b>Primary source</b> <b>Secondary sources</b> (every unit)</p>	<p>Prince Henry Caravel Ship Astrolabe, Compass Conquistador Explorer</p>

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	Topic: GEOGRAPHY/GREAT CONVERGENCE (Instructional Days 1 - 33)	
Land forms		

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: COLONIES (Instructional Days 34 – 60)**

**Big Idea: Culture, Geography, Government, Historical Perspective**

**Mid-September/October**

*Students will understand that*

- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
- cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.
- multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.
- history is an account of human activities that is interpretive in nature, and a variety of tools are needed to analyze and understand historical events.
- U.S. History can be analyzed by examining significant eras to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.
- U.S. History has been impacted by significant individuals and groups.
- geography, culture and economics have a significant impact on historical perspectives and events.
- advances in science and technology have a significant impact on historical events.

<u>Content</u>		<u>I Can Statements</u>	<u>Literacy/Writing Standards/Targets</u>
<u>Program of Studies</u>	<u>Core Content for Assessment</u> <u>What do students need to understand and be able to apply to new situations?</u>		
Subtopic  <i>Students will</i> • demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to	<u>SS-M8-2.1.1</u> Students will explain how the elements of culture (e.g., language, art, customs, beliefs, literature, folktales) served to define specific groups in the United States prior to Reconstruction and have resulted in unique perspectives. DOK 2	1. I can describe the religious and economic events and conditions that led to the	<b>Literacy:</b>  1.)Cite specific textual evidence to support analysis of primary and secondary sources.

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**Topic: COLONIES (Instructional Days 34 – 60)**

<p>define specific groups and resulted in unique perspectives</p> <ul style="list-style-type: none"> <li>• investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in the United States prior to Reconstruction</li> <li>• investigate interactions among human activities and the physical environment in the United States prior to Reconstruction:             <ul style="list-style-type: none"> <li>o describe how the physical environment and different viewpoints promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use</li> <li>o analyze cause-effect relationships between and among natural resources and political, social and economic development</li> </ul> </li> <li>• compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources</li> <li>• demonstrate an understanding of the interpretative nature of history using a variety of tools and resources :             <ul style="list-style-type: none"> <li>o investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different</li> </ul> </li> </ul>	<p><u>SS-M8-3.2.1</u> Students will describe the economic system and institution that developed in the United States prior to Reconstruction. DOK 2</p> <p><u>SS-M8-4.3.2</u> Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, famine, disease, economic opportunity, and technology in the United States prior to Reconstruction. DOK 3</p> <p><u>SS-M8-5.2.2</u> Students will explain how the ideals of equality and personal liberty (rise of individual rights, economic freedom, colonial governments, religious diversity, Declaration of Independence, Constitution of the United States), that developed during the colonial period, were motivations for the American Revolution and proved instrumental in forging a new nation. DOK 3</p> <p><i>SS-M8-2.2.1 Students will compare and contrast how cultures in the United States prior to Reconstruction developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society, and influence behavior.</i></p> <p><i>SS-M8-3.2.2 Students will explain how profit motivated individuals and groups to take risks in producing goods and services in the early United States prior to Reconstruction and influenced the growth of a free enterprise system.</i></p>	<p>colonization of America.</p> <p>2. I can compare and contrast life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment.</p> <p>3. I can describe colonial life in America from the perspectives of large landowners, farmers, artisans, women, indentured servants, and slaves.</p> <p>4. I can identify</p>	<p>2.) Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>5. Describe how a text presents information (e.g.,sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language,inclusion or avoidance of particular</p>
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**Topic: COLONIES (Instructional Days 34 – 60)**

individuals and groups  
o examine multiple cause-effect relationships that have shaped history

- investigate, using primary and secondary sources to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:
  - o describe events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century; analyze how America's diverse society developed as a result of these events

*SS-M8-4.4.3 Students will explain how the natural resources of a place or region impact its political, social, and economic development.*

**History Assessment Dates: T=Taught, A=Assessed, R=Reinforced**

T	A	R

**Literacy/Writing Assessment Dates: T=Taught, A=Assessed, R=Reinforced**

T	A	R

the political and economic relationships between the colonies and England.

facts).

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

**Reading CCS 1  
I can use primary and secondary source documents to**

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**Topic: COLONIES (Instructional Days 34 – 60)**

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Topic: COLONIES (Instructional Days 34 – 60)

		<p>land.</p> <p><u>Writing (every unit)</u>  <u>Assesses Standards 1-11</u>  <u>Which is assessed in our</u>  <u>Interactive Student</u>  <u>Notebooks)</u></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims,</p>
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		<p>reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension.</p>
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<b>Eighth Grade Social Studies Curriculum Framework</b>		
<b>Topic: COLONIES (Instructional Days 34 – 60)</b>		
		<p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
<p><b>Vocabulary:</b> What terms could students use to clarify communication about this content?</p>	<p><b>New:</b> Native American tribes and culture</p>	

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Topic: COLONIES (Instructional Days 34 – 60)		
<p><b>**The words below were assessed in Unit 1, but need to be mentioned in this Unit. **</b></p> <p>Ethnic Religion Perspective Culture Settlements Patterns Population Native American tribes and culture Primary source Secondary sources</p>	<p>Primary source Secondary sources Colonies Colonists Merchants Slaves Indentured Servants Plymouth Charter Jamestown Separatists/Pilgrims Town Meeting Mayflower Compact Puritans/Massachusetts Bay Colony Middle Passage St. Augustine</p>	

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)**

**Big Idea: Culture, Economics and Historical Perspective**

**November/December**

*Students will understand that*

- the fundamental values and principles (e.g., liberty, justice, individual human dignity, the rule of law) of American democracy as expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States) are enduring and remain significant today.
- individuals, businesses and the government of the U.S. prior to Reconstruction made economic decisions about the use of resources in the production, distribution and consumption of goods and services.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.
- multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.
- multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.
- history is an account of human activities that is interpretive in nature, and a variety of tools are needed to analyze and understand historical events.
- U.S. History can be analyzed by examining significant eras to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.
- U.S. History has been impacted by significant individuals and groups.
- geography, culture and economics have a significant impact on historical perspectives and events.
- advances in science and technology have a significant impact on historical events.

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Eighth Grade Social Studies Curriculum Framework			
Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)			
<u>Content</u>		<u>I Can Statements</u>	<u>Literacy/Writing Standards/Targets</u>
<u>Program of Studies</u>	<u>Core Content for Assessment</u> <u>What do students need to understand and be able to apply to new situations?</u>		
Subtopic			
<p><i>Students will</i></p> <ul style="list-style-type: none"> <li>• make inferences about and among significant historical events and historical documents (e.g., the Declaration of Independence, the Constitution of the United States) to illustrate connections to democratic principles and guaranteed rights for all citizens</li> <li>• explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction</li> <li>• describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction</li> <li>• compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources</li> <li>• demonstrate an understanding of the interpretative nature of history using a variety</li> </ul>	<p><u>SS-08-2.3.1</u> Students will explain how social interactions led to conflict and competition, (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction. DOK 2</p> <p><u>SS-08-2.3.2</u> Students will explain how compromise and cooperation were used to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2</p> <p><u>SS-M8-5.1.1</u> Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts, timelines) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history to Reconstruction. DOK 3</p> <p><i>SS-M8-3.1.2 Students will identify how financial decisions (considering finance and opportunity cost) by individuals and groups impacted historical events in U.S. History prior to Reconstruction.</i></p>	<ol style="list-style-type: none"> <li>1. I can identify the cause and effect relationship between England and the colonies.</li> <li>2. I can create two reasons for colonial dissatisfaction that led to the Boston Tea Party and the Boston Massacre.</li> <li>3. I can explain why the colonists created the 1<sup>st</sup></li> </ol>	<p style="background-color: #FF00FF; display: inline-block; padding: 2px;"><b>Literacy:</b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> <li>5. Describe how a text</li> </ol>

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**Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)**

of tools and resources :

- o investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different individuals and groups
- o examine multiple cause-effect relationships that have shaped history
- o explain how the ideals of equality and personal liberty (e.g., rise of individual rights, economic freedom, religious diversity) that developed during the colonial period were motivations for the American Revolution and proved instrumental in forging a new nation

**History Assessment Dates: T=Taught,**

A=Assessed, R=Reinforced

T	A	R

**Literacy/Writing Assessment Dates:**

**T=Taught,**

A=Assessed, R=Reinforced

T	A	R

Continental Congress.

4. I can describe key events (Battles of Lexington and Concord, and the Second Continental Congress) and understand how they led to the American Revolution.

5. I can describe the roles of key individuals in the American Revolution, with

presents information (e.g.,sequentially, comparatively, causally)

. 7. Integrate visual information (e.g., in charts,graphs, photographs, videos, or maps) with other information in print and digital texts.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

**Writing (This unit will assess ALL witing**

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**Eighth Grade Social Studies Curriculum Framework**  
**Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)**

	<table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> <tr> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> <td style="width: 50px; height: 30px;"></td> </tr> </table>										<p>emphasis on George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.</p> <p>6. I can identify how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke.</p> <p>7. I can</p>	<p><u>standards and students will create a piece to be placed in writing program folders)</u></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p>

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)**

		<p>understand that the outcome of the American Revolution was dependent on key battles such as Saratoga and Yorktown.</p> <p>8. I can explain reasons why the colonies were able to defeat Britain.</p>	<p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension.</p> <p>b. Develop the topic with relevant, well-chosen</p>
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**Eighth Grade Social Studies Curriculum Framework**

**Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)**

		<p>facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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**Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)**

5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that

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**Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)**

		<p>allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two)</p>
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<b>Eighth Grade Social Studies Curriculum Framework</b>			
<b>Topic: AMERICAN REVOLUTION (Instructional Days 61 - 84)</b>			
			for a range of discipline-specific tasks, purposes, and audiences.
<p><b><u>Vocabulary:</u></b>            What terms could students use to clarify communication about this content?            Albany Plan of Union            Proclamation of 1763            Backcountry            Petition            Population            Economic opportunities            Technology            Charter            Monarchy            Magna Carta            Parliament            Mayflower Compact            Boston Massacre            Propaganda            Boston Tea Party/ACTS            Continental Congress/army            Minutemen            Treaty            Common Sense            House of Burg.            Import/Export            Blockade            Triangular trade            DOI/treason</p>	<p>Conflict            Competition            Exploration            Middle Ages            Trade Fairs            Crusades            Renaissance            Settlement            Boycott            Repeal            Writs of assistance            Nonimportation            Agreements            Taxation            Representation</p>	<p>Cooperation            Compromise            Colony            Conquistador            Missions            Spanish social classes            Great Convergence            Diverse            Northwest Passage</p>	<p>Town meetings            Colonial            Toleration            Cash crop            Subsistence farming            Plantation            Indentured servants            Slaves            French/Indian War</p>

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<b>Eighth Grade Social Studies Curriculum Framework</b>			
<b>Topic: THE CONSTITUTION (Instructional Days 85 - 106)</b>			
<b>Big Idea: Government and Culture</b>			
<b>January/February</b>			
<p><i>Students will understand that</i></p> <ul style="list-style-type: none"> <li>• the American political system developed from a colonial base of representative democracy by the actions of people who envisioned an independent country and new purposes for the government.</li> <li>• the United States government was formed to establish order, provide security and accomplish common goals.</li> <li>• the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. The Constitution is a flexible document that can change over time to meet the needs of its citizens.</li> <li>• as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation.</li> <li>• multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.</li> </ul>			
	Content		
Program of Studies	Core Content for Assessment What do students need to understand and be able to apply to new situations?	I Can Statements	Literacy/Writing Standards/Targets
Subtopic			
<i>Students will</i> • demonstrate an understanding (e.g.,	<u>SS- M8-1.1.1</u> Students will compare purposes and sources of power in the most common forms of government (monarchy,		<b>Literacy:</b>

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: THE CONSTITUTION (Instructional Days 85 - 106)**

<p>illustrate, write, model, projects, present) of the nature of government:</p> <ul style="list-style-type: none"> <li>o explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy</li> <li>o describe how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing rules and laws.</li> <li>o compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic)</li> </ul> <p>• investigate the Constitution of the United States:</p> <ul style="list-style-type: none"> <li>o examine ways the Constitution is a flexible document that changes (through amendments) and is interpreted (by judicial review) over time to meet the needs of its citizens</li> <li>o explain the political process established by the U.S. Constitution and ways the Constitution separates power among the legislative, executive and judicial branches to</li> </ul>	<p>democracy, republic, dictatorship) in the United States prior to Reconstruction. DOK 2</p> <p><u>SS-08-1.1.2</u> Students will describe and give examples of how democratic governments function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 2</p> <p><u>SS-08-1.1.3</u> Students will describe and give examples of the ways the Constitution of the United States is a flexible document that changes (amendments) and is interpreted (judicial review) over time to meet the needs of its citizens. DOK 2</p> <p><u>SS-08-1.2.1</u> Students will analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive, and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. DOK 3</p> <p><u>SS-08-1.2.2</u> Students will explain the reasons why the powers of the state and federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. DOK 3</p>	<p>1.)I can identify the weaknesses of the government established by the Articles of Confederation.</p> <p>2.)I can evaluate how the delegates to the Constitutional Convention balanced competing interests.</p> <p>3.)I can analyze the compromises reached at the Constitutional Convention.</p> <p>4.)I can describe the major arguments for and against the</p>	<p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>
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**Eighth Grade Social Studies Curriculum Framework**

**Topic: THE CONSTITUTION (Instructional Days 85 - 106)**

prevent the concentration of political power and to establish a system of checks and balances  
 o analyze why the powers of the state and federal governments are sometimes shared and sometimes separated (federalism)

- explain pros and cons of how citizen responsibilities (e.g., participate in community activities, vote in elections) and duties (e.g., obey the law, pay taxes, serve on a jury, register for the military) impact the U.S. government’s ability to function as a democracy

- analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues

- compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources

- demonstrate an understanding of the interpretative nature of history using a variety of tools and resources :
  - o investigate, describe and analyze significant historical events and conditions in the U.S prior to

**History Assessment Dates: T=Taught, A=Assessed, R=Reinforced**

T	A	R

**Literacy/Writing Assessment Dates: T=Taught, A=Assessed, R=Reinforced**

T	A	R

Constitution of 1787 in the leading Federalist and Anti-Federalist writings and in the ratification debates.

5.)I can analyze current events to demonstrate contemporary applications of the fundamental principals of democracy.

6.)I can give real world examples of principals identified in the Preamble to the Constitution.

7.)I can analyze the principals of the Constitution

5. Describe how a text presents information (e.g.,sequentially , comparatively, causally)

. 7. Integrate visual information (e.g., in charts,graphs, photographs, videos, or maps) with other information in print and digital texts.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: THE CONSTITUTION (Instructional Days 85 - 106)**

<p>Reconstruction, drawing inferences about perspectives of different individuals and groups o examine multiple cause-effect relationships that have shaped history</p>					<p>and provide an example of how this is displayed in our government.</p> <p>8.)I can describe the three branches of government.</p> <p>9.)I can explain how each branch of government checks on each other.</p> <p>10.)I can explain the meaning of federalism, and analyze the powers of the federal and states governments in the United States of America.</p> <p>11.)I can</p>	<p>10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p><u>Writing (every unit assesses Standards 1-2 which is assessed in our Interactive Student Notebooks)</u></p> <p>1. Write arguments focused on <i>discipline-specific content</i>. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims,</p>
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**Eighth Grade Social Studies Curriculum Framework**

**Topic: THE CONSTITUTION (Instructional Days 85 - 106)**

		<p>describe the process to amend the Constitution.</p> <p>12.)I can identify the duties and responsibilities of a citizen of the United States of America.</p>	<p>and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section</p>
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**Topic: THE CONSTITUTION (Instructional Days 85 - 106)**

that follows from and supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia

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**Topic: THE CONSTITUTION (Instructional Days 85 - 106)**

when useful to aid in comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

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<b>Eighth Grade Social Studies Curriculum Framework</b>			
<b>Topic: THE CONSTITUTION (Instructional Days 85 - 106)</b>			
			f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p>Vocabulary:            What terms could students use to clarify communication about this content?            Pocket veto            Suffrage            Electoral College            Popular vote            Jury duty            Vote            Direct democracy            Representative democracy            Citizen</p>	<p>           Revolution            Articles of Confederation            Shays' Rebellion            Constitution            Preamble            Amendments            Judicial review            Independence            Natural Rights            Federal/Anti            Bill of Rights            Rights            Duties            Responsibilities            New Jersey Plan            Virginia Plan            3/5 Compromise            Articles            Legislative            Executive            Judicial</p>		

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<b>Eighth Grade Social Studies Curriculum Framework</b>	
<b>Topic: THE CONSTITUTION (Instructional Days 85 - 106)</b>	
	Checks and balances Senate House of representatives President Veto Ratify Electoral College Alien Immigrant Naturalization Census Federalism Nationalism State Powers Democracy Monarchy Dictatorship Republic Rules Laws Liberty Impeach Speaker of the House Veto

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: A NEW NATION (Instructional Days 107 – 129)**

**Big Idea: Culture, Economics and Historical Perspective**

February/March

*Students will understand that*

- the basic economic problem confronting individuals, societies and government in the development of the United States prior to Reconstruction was scarcity; as a result of scarcity, economic choices and decisions were made.
- the development of the American economic system, institutions and markets prior to Reconstruction helped individuals, groups and governments achieve their goals and impacted life in the United States.
- the United States government and its policies played a major role in determining how the U.S. economy functioned prior to Reconstruction.

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: A NEW NATION (Instructional Days 107 – 129)**

- multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.
- history is an account of human activities that is interpretive in nature, and a variety of tools are needed to analyze and understand historical events.
- U.S. History can be analyzed by examining significant eras to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.
- U.S. History has been impacted by significant individuals and groups.
- geography, culture and economics have a significant impact on historical perspectives and events.
- advances in science and technology have a significant impact on historical events.

Content		I Can Statements	Literacy/Writing Standards/Targets
Program of Studies	Core Content for Assessment What do students need to understand and be able to apply to new situations?		
<b>Subtopic</b>			
<p><i>Students will</i></p> <ul style="list-style-type: none"> <li>• demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet):               <ul style="list-style-type: none"> <li>o explain how scarcity required individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)</li> <li>o describe how goods and services were exchanged and how supply and demand and competition</li> </ul> </li> </ul>	<p><u>SS-08-3.1.1</u> Students will explain and give examples of how scarcity imbalance between unlimited wants and limited resources available for satisfying those wants) required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (land, labor, capital) were used. DOK 2</p> <p><u>SS-08-3.3.1</u> Students will explain how in the United States prior to Reconstruction the prices of goods and services were determined by supply and demand. DOK 2</p> <p><u>SS-08-3.4.1</u> Students will explain ways in which the basic economic questions about the production, distribution, and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2</p>	<ol style="list-style-type: none"> <li>1.) I can explain how scarcity and/or surplus of labor/land/capital resources impacted the people of America in government and economic situations.</li> <li>2.) I can describe what distribution, production, and consumption of goods and services were like before Reconstruction.</li> <li>3.) I can trace trading routes and interdependence in</li> </ol>	<p><b>Literacy:</b></p> <ol style="list-style-type: none"> <li>1. Cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</li> </ol>

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**Topic: A NEW NATION (Instructional Days 107 – 129)**

<p>determined prices</p> <ul style="list-style-type: none"> <li>• investigate the production and distribution of goods and services in the United States prior to Reconstruction:             <ul style="list-style-type: none"> <li>o examine ways in which basic economic questions about the production, distribution and consumption of goods and services were addressed</li> <li>o explain how resources were used to produce goods and services and how profit motivated individuals and groups to take risks in producing goods and services</li> </ul> </li> <li>• compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources</li> <li>• demonstrate an understanding of the interpretative nature of history using a variety of tools and resources :             <ul style="list-style-type: none"> <li>o investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different individuals and groups</li> <li>o examine multiple cause-effect relationships that have shaped history</li> </ul> </li> </ul>	<p><u>SS-08-3.4.3</u> Students will explain how personal, national, and international economic activities are interdependent in the United States prior to Reconstruction. DOK 2</p> <p><u>SS-08-5.2.3</u> Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3</p> <p><i>SS-08-3.3.2 Students will explain how money (unit of account) was used to express the market value of goods and services and how money made it easier to trade, borrow, invest, and save in the United States prior to Reconstruction.</i></p> <p><u>SS-08-3.3.3</u> Students will explain how competition among buyers and sellers impacted the price of goods and services in the United States prior to Reconstruction.</p> <p><u>SS-08-4.4.4</u> Students will compare and contrast different perspectives (viewpoints) that people have about how to use land (e.g. farming, industrial, residential, recreational in the United States prior to Reconstruction.</p> <p><b>History Assessment Dates: T=Taught, A=Assessed, R=Reinforced</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">T</td> <td style="text-align: center;">A</td> <td style="text-align: center;">R</td> </tr> <tr> <td style="height: 20px;"></td> <td style="height: 20px;"></td> <td style="height: 20px;"></td> </tr> </table>	T	A	R				<p>America prior to the Civil War.</p> <p>4.) I can explain the advantages/disadvantages of Westward Expansion.</p> <p>5.) I can interpret economic decisions made by individuals and governmental officials prior to Reconstruction.</p> <p>6.) I can describe how the United States government and its policies played a major role in forming a new democratic society prior to Reconstruction.</p>	<p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>
T	A	R							

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: A NEW NATION (Instructional Days 107 – 129)**

o describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction.


**Literacy/Writing Assessment Dates:**

**T=Taught,  
A=Assessed, R=Reinforced**

T	A	R

10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

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Eighth Grade Social Studies Curriculum Framework
Topic: WESTWARD EXPANSION/MANIFEST DESTINY (Instructional Days 130 – 149)
Big Idea: Economics and Culture
March/April

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Social Studies Curriculum Map**

**Eighth Grade Social Studies Curriculum Framework**

**Topic: WESTWARD EXPANSION/MANIFEST DESTINY (Instructional Days 130 – 149)**

*Students will understand that*

- multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.
- history is an account of human activities that is interpretive in nature, and a variety of tools are needed to analyze and understand historical events.
- U.S. History can be analyzed by examining significant eras to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.
- U.S. History has been impacted by significant individuals and groups.
- geography, culture and economics have a significant impact on historical perspectives and events.
- advances in science and technology have a significant impact on historical events.

Content		I Can Statements	Literacy/Writing Standards/Targets
Program of Studies	Core Content for Assessment What do students need to understand and be able to apply to new situations?		
<b>Subtopic</b>			
<p><i>Students will</i></p> <ul style="list-style-type: none"> <li>• investigate the production and distribution of goods and services in the United States prior to Reconstruction:               <ul style="list-style-type: none"> <li>o analyze how new knowledge, technology/tools and specialization influenced productivity of goods and services</li> </ul> </li> <li>• analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction</li> <li>• investigate regions of the Earth’s surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):</li> </ul>	<p><u>SS-08-3.4.2</u> Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction. DOK 2</p> <p><u>SS-08-4.2.2</u> Students will describe how places and regions (United States history prior to Reconstruction) changed over time as new technologies, resources, and knowledge became available. DOK 2</p> <p><u>SS-08-4.3.1</u> Students will describe patterns of human settlement (United States prior to Reconstruction) and explain how these patterns were influenced by human needs. DOK 2</p> <p><b><u>History Assessment Dates:</u> T=Taught, A=Assessed, R=Reinforced</b></p>	<p>1.)I can provide examples of how Jackson enacted laws to protect the rights of citizens.</p> <p>2.)I can identify the human and physical characteristics of the North, South and Western regions.</p>	<p><b>Literacy:</b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: WESTWARD EXPANSION/MANIFEST DESTINY (Instructional Days 130 – 149)**

- o describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration
- o evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change
- o analyze current events to compare geographic perspectives of today with those prior to Reconstruction

- compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources

- demonstrate an understanding of the interpretative nature of history using a variety of tools and resources :
  - o investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different individuals and groups
  - o examine multiple cause-effect relationships that have shaped history

T	A	R

**Literacy/Writing Assessment Dates: T=Taught, A=Assessed, R=Reinforced**

T	A	R

3.)I can explain the conflict that arose as a result of the states rights debate.

4.)I can explain how compromise was reached in the states rights debate

5.)I can explain why Native Americans migrated to the Indian Territory and provide examples of how that migration occurred.

6.)I can describe what motivated people to move West.

7.)I can

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

10. By the end of grade 8, read and comprehend

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<b>Eighth Grade Social Studies Curriculum Framework</b>			
<b>Topic: WESTWARD EXPANSION/MANIFEST DESTINY (Instructional Days 130 – 149)</b>			
		<p>evaluate how the transcontinental railroad influenced the growth of the American society.</p> <p>8.)I can describe how Texas and Mexico played a role in the US expansion</p> <p>10.)I can explain how the cultural differenced between the US and Mexico resulted in a conflict.</p> <p>11.) I can explain how the boom of the Gold Rush influenced settlement in California.</p>	<p>science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p style="background-color: #ADD8E6;"><b>Writing (every unit assesses Standards 1-2 which is assessed in our Interactive Student Notebooks)</b></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases,</p>

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Eighth Grade Social Studies Curriculum Framework

Topic: WESTWARD EXPANSION/MANIFEST DESTINY (Instructional Days 130-149)

		<p>and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings),</p>
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**Eighth Grade Social Studies Curriculum Framework**

**Topic: WESTWARD EXPANSION/MANIFEST DESTINY (Instructional Days 130-149)**

		<p>graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
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Eighth Grade Social Studies Curriculum Framework			
Topic: WESTWARD EXPANSION/MANIFEST DESTINY (Instructional Days 130 – 149)			
<p>Vocabulary:            What terms could students use to clarify communication about this content?            Jacksonian Democracy            Federalism            States rights            Trail of Tears            Oregon Trail            Manifest Destiny            Transcontinental Railroad            Texas Revolution            Mexican American War            Gold Rush            Nullification Crisis            Place Region            Production            Consumption            Specialization            Interdependence            Democracy            Lewis and Clark            War of 1812            Expansion            Manifest Destiny            Indian Removal Act/Jackson</p>	<p>Alamo            Mexican War            Sectionalism            Industrialization            Agrarian            Civil War            Political            Social            Economic            Cultural            Tariffs            Abolition            Emancipation Proclamation            Gold Rush</p>		

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Eighth Grade Social Studies Curriculum Framework
Topic: CIVIL WAR (Instructional Days 150 - 175 )
Big Idea: Historical Perspective
April/May

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**Eighth Grade Social Studies Curriculum Framework**

**Topic: CIVIL WAR (Instructional Days 150 - 175)**

*Students will understand that*

- history is an account of human activities that is interpretive in nature, and a variety of tools are needed to analyze and understand historical events.
- U.S. History can be analyzed by examining significant eras to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.
- U.S. History has been impacted by significant individuals and groups.
- geography, culture and economics have a significant impact on historical perspectives and events.
- advances in science and technology have a significant impact on historical events.
- multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.

**Content**

<b><u>Program of Studies</u></b>	<b><u>Core Content for Assessment</u></b> <b><u>What do students need to understand and be able to apply to new situations?</u></b>	<b><u>I Can Statements</u></b>	<b><u>Literacy/Writing Standards/Targets</u></b>
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Subtopic

<p><i>Students will</i></p> <ul style="list-style-type: none"> <li>• compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources</li> <li>• demonstrate an understanding of the interpretative nature of history using a variety of tools and resources :               <ul style="list-style-type: none"> <li>o investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different individuals and groups</li> <li>o examine multiple cause-effect relationships that have shaped history</li> </ul> </li> </ul>	<p><u>SS-08-5.1.2</u> Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3</p> <p><u>SS-08-5.2.4</u> Students will describe the political, social, economic, and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3</p>	<p>1.)I can descried the cultural, economic, and constitutional that divided the nation prior to the Civil War.</p> <p>2.)I can explain how the issues of States Rights and slavery increased sectional tensions prior to the Civil War.</p> <p>3.) I can identify on a map the states that succeeded from the</p>	<p><b><u>Literacy:</u></b></p> <p>1. Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p>
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**Eighth Grade Social Studies Curriculum Framework**

**Topic: CIVIL WAR (Instructional Days 150 - 175)**

o compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War

o evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction

**History Assessment Dates: T=Taught, A=Assessed, R=Reinforced**

T	A	R

**Literacy/Writing Assessment Dates:**

**T=Taught, A=Assessed, R=Reinforced**

T	A	R

Union and those who remained in the Union.

4.)I can describe the roles of Ab Lincoln, Jefferson Davies, Grant, Lee, and Stonewall Jackson, and Fredrick Douglas in events leading to and during the Civil War.

5.) I can use maps to explain critical developments in the Civil War, including major battles.

6.)I can describe the effects of the Civil War from the perspectives of Union and Confederate soldiers (including black soldiers), women, and slaves.

I can identified the

4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

5. Describe how a text presents information (e.g.,sequentially, comparatively, causally)

. 7. Integrate visual information (e.g., in charts,graphs, photographs, videos, or maps) with other information in print and digital texts.

9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

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Eighth Grade Social Studies Curriculum Framework			
Topic: CIVIL WAR (Instructional Days 150 - 175 )			
		<p>provisionsa of the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments to the Constitution and their impact on the expansion of freedom in America.</p> <p>7.) I can describe the impact of Reconstructi on polies on the South.</p>	<p>10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.</p> <p style="background-color: #00FFFF;"><u>Writing (every unit assesses Standards 1-2 which is assessed in our Interactive Student Notebooks)</u></p> <p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the</p>

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**Topic: CIVIL WAR (Instructional Days 150 - 175 )**

		<p>topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to</p>
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**Topic: CIVIL WAR (Instructional Days 150 - 175 )**

achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid in comprehension.

b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style and objective tone.

f. Provide a concluding statement or section that follows from and

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<b>Eighth Grade Social Studies Curriculum Framework</b>			
<b>Topic: CIVIL WAR (Instructional Days 150 - 175)</b>			
			supports the information or explanation presented.
<p><b><u>Vocabulary:</u></b>          What terms could students use to clarify communication about this content?          Demand          Specialization          Interdependence          Jefferson Davis          Ulysses S. Grant          Robert E. Lee          Thomas Stonewall Jackson          Fredrick Douglas          Fort Sumter          Emancipation Proclamation          Vicksburg          Gettysburg          Appomattox Courthouse          Serman's March to the Sea          Reconstruction          13, 14, 15 Amendments          Sectionalism          Tariff</p>	<p>Confederate          Missouri Compromise          Compromise of 1850          Kansas Nebraska Act          Dred Scot Decision          Secession          Abraham Lincoln          Abolishment          Slavery          ndence          Union</p>		