
Pike County School District Standards Mastery Document

8th Grade Social Studies
2021 1st Edition



Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. By considering multiple perspectives, students will recognize the impact of diversity in the United States, forging a deep understanding of the Founding Generation, the independent American spirit and uniquely American traditions. Students explore the interconnections of politics, geography and economics in the United States from the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Students evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.

Inquiry Practice- Questioning(Q)

These are the questioning standards to be used with every 8th grade standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) correspond with the standard being taught.

Standard	Sample Evidence of Learning
8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to generate their own compelling questions on the development of the United States between 1600-1877. An example of a compelling question is "Can conflict truly be resolved?"
8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. History between 1600-1877.	Students generate supporting questions, using the disciplines of social studies, to answer the compelling questions. Teachers provide opportunities for students to generate supporting questions to help answer the compelling questions in the United States between 1600-1877. An example of a supporting question is "Did the Proclamation of 1763 prevent the outbreak of the Revolutionary War?"

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8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

Student evaluation of discipline specific supporting questions is essential to the inquiry process, because, in order to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to evaluate how the supporting questions help answer the compelling questions in the United States between 1600-1877.

- In what ways did laws subjugate the enslaved population? Students can identify this question as a civics specific question and evaluate its appropriateness in addressing the compelling question.
- What were the arguments over land use leading up to the Civil War? Students can identify this question as a geography specific question and evaluate its appropriateness in addressing the compelling question.

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Standard: Civic and Political Institutions: 8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.

Clarification Statement: Our founding documents derived from experiences with British rule in the colonies. With heavy influence from a variety of European philosophers, the Constitution and the Bill of Rights lay out the system of democratic rule as well as specified citizen rights.

KNOW: Vocabulary:

Rule of Law
Popular Sovereignty
Federalism
Separation of Powers
Checks and Balances
Magna Carta
Democracy
English Bill of Rights of 1689
John Locke
Montesquieu
Iroquois League
Amendment
Republic

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **8.I.U.E.1:** Use multiple sources to develop claims in response to compelling and supporting questions.
- **8.I.U.E.2:** Create claims and counterclaims, using appropriate evidence, to constrict an argument to answer compelling and supporting questions.
- **8.I.U.E.3:** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection to answer compelling and supporting questions.

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MASTERY: Communicating Conclusions:

(Students must score 80% mastery on two or more in order to obtain mastery of this standard)

- **8.I.CC.1:** Construct explanations, using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.
- **8.I.CC.2:** Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.
- **8.I.CC.3:** Evaluate how individuals and groups address local, regional, and global problems concerning the development of the United States.
- **8.I.CC.4:** Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional, and global issues.
- **8.I.CC.5:** Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

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Standard: Civic and Political Institutions: 8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding documents, and their impacts on citizens.

Clarification Statement: Our founding documents derived from experiences with British rule in the colonies. With heavy influence from a variety of European philosophers, the Constitution and the Bill of Rights lay out the system of democratic rule as well as specified citizen rights.

KNOW: Vocabulary:

Declaration of Independence
Popular Sovereignty
Federalism
Separation of Powers
Checks and Balances
Republic
Grievances
Unalienable Rights
Framers
Articles of Confederation
U.S. Constitution
Bill of Rights
Magna Carta
Amendment
Democracy
Natural Rights

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Standard: Civic and Political Institutions: 8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.

Clarification Statement: Our founding documents derived from experiences with British rule in the colonies. With heavy influence from a variety of European philosophers, the Constitution and the Bill of Rights lay out the system of democratic rule as well as specified citizen rights.

KNOW: Vocabulary:

U.S. Constitution
Separation of Powers
Checks and balances
Judicial Review
Legislative Branch
Executive Branch
Judicial Branch
Congress
President
Supreme Court

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Civic and Political Institutions: 8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.

Clarification Statement: Citizenship has evolved throughout our nation's history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the passage of the Reconstruction Amendments (13th - 15th) followed by Jim Crow restrictions.

KNOW: Vocabulary:

Citizen
Amendments 13, 14, 15, 19 and 26
Direct Democracy
Naturalization
Immigrant
Voting/Suffrage
Indirect Democracy

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Civic and Political Institutions: 8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.

Clarification Statement: Citizenship has evolved throughout our nation's history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the passage of the Reconstruction Amendments (13th - 15th) followed by Jim Crow restrictions.

KNOW: Vocabulary:

Diversity
Ethnicity
Citizen
Amendments 13, 14, 15, 19 and 26
Naturalization
Jim Crow Laws
Civil Rights
Black Codes
Women's Rights
Voting/Suffrage
Immigrant

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Civic and Political Institutions: 8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.

Clarification Statement: Citizenship has evolved throughout our nation's history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the passage of the Reconstruction Amendments (13th - 15th) followed by Jim Crow restrictions.

KNOW: Vocabulary:

Civil Rights
Citizen
Amendments 13, 14, 15, 19 and 26
Jim Crow Laws
Dred Scott Case
Indian Removal Act
Plessy v. Ferguson
Judicial Review
Women's Rights
Voting/Suffrage
Black Codes
Worcester v. Georgia
Brown v. Board of Education
Due Process

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Civic Virtues and Democratic Principles: 8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600 - 1877.

Clarification Statement: While the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government are stated in the Declaration of Independence, the actual carrying out of these principles have varied throughout the nation's early history. History has shown that laws and principles have not always impacted groups in the same way. For example, although the Declaration of Independence states that all men are created equal, people of color, women and other diverse groups were not initially included.

KNOW: Vocabulary:

Civil Rights

Citizen

Amendments 13, 14, 15, 19 and 26

Women's Rights

Voting/Suffrage

Black Codes

Worcester v Georgia

Brown v. Board of Education

Due Process

Judicial Review

Jim Crow Laws

Dred Scott Case

Indian Removal Act

Plessy v. Ferguson

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Standard: Processes, Rules and Laws: 8.C.PR.1 Explain the relationship between federalism and local, state and national governments.

Clarification Statement: The U.S. Constitution calls for the separation of powers between state and federal governments. Federalism is the principle in which both the state and national government have independent and shared powers. There are certain powers given to the state, federal or both governments, such as the right to tax, regulate business and establish schools. Both national and state governments can levy taxes, but only states have the power to establish and maintain schools.

KNOW: Vocabulary:

Federalism
Enumerated Powers
Reserved Powers
Concurrent Powers
Separation of Powers
Local Government
State Government
National Government

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Processes, Rules and Laws: 8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.

Clarification Statement: Sometimes, the Constitution needs to be amended. There are a variety of ways for the Constitution to be interpreted and amended, which allows it to remain a viable living document. For example, while the Constitution did not expressly allow slavery, the founding fathers did not expressly forbid it. The Dred Scott Decision did ultimately permit slavery, while the Emancipation Proclamation attempted to end slavery in rebelling areas. Eventually the 13th Amendment abolished the institution.

KNOW: Vocabulary:

Judicial Review
Supreme Court
Marbury v. Madison
Implied Powers
Amendment
Amendment Process (proposal and ratification)
Checks and Balances
Dred Scott Decision 1857
Emancipation Proclamation
Civil War Amendments (13th, 14th and 15th)
Abolition
Suffrage

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Kentucky Government: 8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.

Clarification Statement: Kentucky has played a role in national politics since statehood by providing government leaders and legislation that impacted the nation. Kentucky is also home to a variety of national sites that bore witness to the struggles of the early nation. For example, Kentucky statesman Henry Clay served as a force for compromise as he oversaw the negotiation of the Missouri Compromise of 1820, the Tariff Compromise of 1833 and the Compromise of 1850.

KNOW: Vocabulary:

Sectionalism
Henry Clay
Compromise
Missouri Compromise
Compromise 1850
Fugitive Slave Act
Secede
Tariff Compromise
Tariff

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Microeconomics: 8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.

Clarification Statement: As the U.S. developed from a group of British colonies to a young, independent nation, the economy developed as well. With a wealth of new resources, Americans created new ways to manufacture products and new markets to distribute these goods. These changes to the economy resulted in changes to the American standard of living. The equilibrium price is the price at which producers and consumers agree to exchange. Graphs may be used to illustrate how supply and demand determine equilibrium price and quantity.

KNOW: Vocabulary:

Economy
Raw material
Manufactured Goods
Producers
Consumers
Supply
Demand
Equilibrium price
Quantity
Depression

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Microeconomics: 8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.

Clarification Statement: As the U.S. developed from a group of British colonies to a young, independent nation, the economy developed as well. With a wealth of new resources, Americans created new ways to manufacture products and new markets to distribute these goods. These changes to the economy resulted in changes to the American standard of living. The equilibrium price is the price at which producers and consumers agree to exchange. Graphs may be used to illustrate how supply and demand determine equilibrium price and quantity.

KNOW: Vocabulary:

Factors of Production

Consumers

Producers

Innovation

Technology

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Macroeconomics: 8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.

Clarification Statement: The government influences the economy by creating a national currency, establishing taxes and providing public services.

KNOW: Vocabulary:

National Currency

Taxes

Public Services

Federal Reserve

National Banking System

National Debt

DO: Investigating- Using Evidence: (use 1 or more of the following)

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- **8.I.CC.1:** Construct explanations, using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.
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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Macroeconomics: 8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.

Clarification Statement: As the United States grew, sectionalism brought about distinct specializations between the North and the South in the textile industry. The North specialized in manufactured goods while the South specialized in the growing of raw materials. These economies grew and changed over time.

KNOW: Vocabulary:

Specialization
Raw Material
Manufactured Good
Textiles
Imports
Exports
Tariff
Supply
Demand
Agrarian Society

DO: Investigating- Using Evidence: (use 1 or more of the following)

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MASTERY: Communicating Conclusions:

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Macroeconomics: 8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.

Clarification Statement: As economies grow, taxes are collected at the local, state and federal level to be used for government services, such as the military, education and parks.

KNOW: Vocabulary:

Tax
Local Tax
State Tax
Federal Tax
Government Services (military, education, and parks)

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Macroeconomics: 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.

Clarification Statement: Government cannot infringe on individual rights, such as property rights, and has certain rules they must follow.

KNOW: Vocabulary:

Eminent Domain

Individual Rights

Amendment 5

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Specialization, Trade and Interdependence: 8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.

Clarification Statement: As distinct regions emerged in the United States, trade relationships were established between different areas of the country. The South produced raw materials, such as cotton, that were then traded to the North for the textile industry.

KNOW: Vocabulary:

Economic Interdependence
Raw Materials
Textiles
Specialization

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Incentives, Choices and Decision Making: 8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.

Clarification Statement: New resources and markets led to new decisions for the young country. As the nation expanded, it had to address possible problems with scarcity and the allocation of resources. Available resources helped some parts of the country and hurt other parts. For example, the colony of Jamestown had a suitable climate for agriculture, while the Puritan settlement did not. Thus, the northern colonies developed a market economy and established trade.

KNOW: Vocabulary:

Scarcity
Opportunity Cost
Incentives
Resources
Markets
Market Economy
Capitalism
Trade

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Incentives, Choices and Decision Making: 8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.

Clarification Statement: New resources and markets led to new decisions for the young country. As the nation expanded, it had to address possible problems with scarcity and the allocation of resources. Available resources helped some parts of the country and hurt other parts. For example, the colony of Jamestown had a suitable climate for agriculture, while the Puritan settlement did not. Thus, the northern colonies developed a market economy and established trade.

KNOW: Vocabulary:

Incentives
Allocation of Resources
Expansion
Trade

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Kentucky Economics: 8.E.KE.1 Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War.

Clarification Statement: Due to the geographic location of the state, Kentucky was tied economically to both the Union and Confederacy through railroad networks, slave trade and general economic trade networks. Kentucky was located at the crossroads of America and, because of that, specific economic choices were made.

KNOW: Vocabulary:

Geographic Location
Union
Confederacy
Slave Trade
Economic Trade
Uncle Tom's Cabin
Harriet Beecher Stowe

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Kentucky Economics: 8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.

Clarification Statement: Due to the geographic location of the state, Kentucky was tied economically to both the Union and Confederacy through railroad networks, slave trade and general economic trade networks. Kentucky was located at the crossroads of America and, because of that, specific economic choices were made.

KNOW: Vocabulary:

Natural Resources

Fossil Fuels

Geographic Location

Slave Trade

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
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Standards Mastery Document

Standard: Migration and Movement: 8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.

Clarification Statement: People came to the colonies for a variety of reasons. Some came for economic gain or for a better life. Some were forced to move from their homelands and tribes because of land encroachment and slavery. As the colonies gave way to an independent nation, people continued to move. Shifts in economics and environments contributed to these moves.

KNOW: Vocabulary:

Great Migration	Gold Rush 1849
Persecution	Mormon Migration
Toleration	Oregon Trail
Profit	Santa Fe Trail
Trail of Tears	Homestead Act 1862
Indian Removal Act 1830	Diversity
Manifest Destiny	Immigration
Westward Expansion	
Irish Potato Famine	
Urban	
Rural	

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standards Mastery Document

Standard: Human Interactions and Interconnections: 8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.

Clarification Statement: Trade that occurred between the United States and other parts of the world impacted global interconnections and relationships. The exchange of goods and ideas shaped culture and land use. For example, cities in the New England colonies were sites for whaling and importing goods, which dictated how the land was used, the jobs citizens held, and the relationship with other countries who shipped goods through the ports.

KNOW: Vocabulary:

Globalization
Triangular Trade
Middle Passage
Subsistence Farming
New England Colonies Trade
Middle Colonies Trade
Southern Colonies Trade
Port Cities
Import
export

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standard: Human Environment Interaction: 8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.

Clarification Statement: It is important to understand that the ways that people interact with their environment change as new cultural and technological changes occur. For example, the invention of the Cotton Gin led to an increase in demand for slave labor and an increase in production.

KNOW: Vocabulary:

Industrial Revolution
Cotton Gin
Interchangeable Parts
Canals
Railroads
Steamboat
Mechanical Reaper
Steel Plow
Thresher
National Road
Slave Labor

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Pike County Schools
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Standards Mastery Document

Standard: Geographic Reasoning: 8.G.GR.1 Use of maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.

Clarification Statement: Geography influenced how and where Americans migrated during the time period 1600-1877. As people move and adapt to their environments, Earth's surface changes. For example, as settlers moved through the Cumberland Gap into Kentucky, they searched for areas to settle. Factors that influence these settlement patterns may include water source, fertile soil or elevation.

KNOW: Vocabulary:

Proclamation 1763

Settlement Patterns

Indian Removal Act

Types of Maps:

-topographical

-natural resource

-historical

-physical

Google Maps

Absolute Location

Relative Location

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Kentucky Geography: 8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.

Clarification Statement: The location of Kentucky placed it in the path of westward expansion and settlement throughout the time period. Geographic features, such as river systems and mountain ranges, influenced the movement of people. During the Civil War, Kentucky was identified as a border state because of its geographic location and reluctance to secede from the Union.

KNOW: Vocabulary:

Proclamation 1763
Cumberland Gap
Daniel Boone
Ohio River
Appalachian Mountains
Mississippi River
Border State
Westward Expansion
Backcountry

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
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Standards Mastery Document

Standard: Change and Continuity: 8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.

Clarification Statement: The development of an American identity began in the Colonial Era. The colonies were made up of diverse people from immigrants from Europe to enslaved Africans to the indigenous people that inhabited the land. Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed slaves, women, American Indians, European and Asian Immigrants.

KNOW: Vocabulary:

Immigrants
Africans
Native Americans
Industrial Revolution
14th Amendment
15th Amendment
Freedmen's Bureau
Indian Removal Act
19th Amendment
Great Awakening

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Standards Mastery Document

Standard: Change and Continuity: 8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.

Clarification Statement: The development of an American identity began in the Colonial Era. The colonies were made up of diverse people from immigrants from Europe to enslaved Africans to the indigenous people that inhabited the land. Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed slaves, women, American Indians, European and Asian Immigrants.

KNOW: Vocabulary:

Enlightenment
Reformation
Horace Mann
Women's Movement
Seneca Falls Convention
19th Amendment
Abolitionist Movement
Underground Railroad
Temperance Movement

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **8.I.UE.1:** Use multiple sources to develop claims in response to compelling and supporting questions.
- **8.I.UE.2:** Create claims and counterclaims, using appropriate evidence, to constrict an argument to answer compelling and supporting questions.
- **8.I.UE.3:** Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection to answer compelling and supporting questions.

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

MASTERY: Communicating Conclusions:

(Students must score 80% mastery on two or more in order to obtain mastery of this standard)

- **8.I.CC.1:** Construct explanations, using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.
- **8.I.CC.2:** Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.
- **8.I.CC.3:** Evaluate how individuals and groups address local, regional, and global problems concerning the development of the United States.
- **8.I.CC.4:** Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional, and global issues.
- **8.I.CC.5:** Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Change and Continuity: 8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.

Clarification Statement: The development of an American identity began in the Colonial Era. The colonies were made up of diverse people from immigrants from Europe to enslaved Africans to the indigenous people that inhabited the land. Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed slaves, women, American Indians, European and Asian Immigrants.

KNOW: Vocabulary:

Sectionalism
Uncle Tom's Cabin
Compromise 1850
Fugitive Slave Act
Dred Scott case
Annexation of Texas
Kansas-Nebraska Act
Bleeding Kansas
Republican Party
Harper's Ferry
Election of 1860

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **8.I.U.E.1:** Use multiple sources to develop claims in response to compelling and supporting questions.
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Pike County Schools
Social Studies- 8th Grade
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MASTERY: Communicating Conclusions:

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- **8.I.CC.5:** Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Change and Continuity: 8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.

Clarification Statement: The development of an American identity began in the Colonial Era. The colonies were made up of diverse people from immigrants from Europe to enslaved Africans to the indigenous people that inhabited the land. Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed slaves, women, American Indians, European and Asian Immigrants.

KNOW: Vocabulary:

Railroad

Morse Code

Telegraph

Elias Howe - sewing machine

Steamboat

Clipper Ships

Factory System

Plantation System

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **8.I.UE.1:** Use multiple sources to develop claims in response to compelling and supporting questions.
- **8.I.UE.2:** Create claims and counterclaims, using appropriate evidence, to constrict an argument to answer compelling and supporting questions.
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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

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- **8.I.CC.5:** Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Change and Continuity: 8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.

Clarification Statement: The development of an American identity began in the Colonial Era. The colonies were made up of diverse people from immigrants from Europe to enslaved Africans to the indigenous people that inhabited the land. Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed slaves, women, American Indians, European and Asian Immigrants.

KNOW: Vocabulary:

Sectionalism	Kansas-Nebraska Act
Factory system	Morse Code
Telegraph	Elias Howe - sewing machine
Clipper ships	Uncle Tom's Cabin
Compromise 1850	Republican Party
Harper's Ferry	Dred Scott Case
Annexation of Texas	Plantation System
Railroad	Bleeding Kansas
Steamboat	Fugitive Slave Act
Election of 1860	

DO: Investigating- Using Evidence: (use 1 or more of the following)

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MASTERY: Communicating Conclusions:

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- **8.I.CC.4:** Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional, and global issues.
- **8.I.CC.5:** Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Cause and Effect: 8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.

Clarification Statement: The location and geography of Americans in the Colonial Era shaped political mindsets, priorities and beliefs of societal roles that led to rebellion and regional differences during the Revolutionary and Early Republic Periods. As the population of the United States moved westward, it had a direct effect on diverse groups of American Indians. As the Civil War ended and Reconstruction began, the promise of freedom was tempered with the reality of segregation and discrimination faced by former slaves.

KNOW: Vocabulary:

Triangular Trade Routes
Continental Congress
Common Sense
Declaration of Independence
Treaty of Paris 1763
Sons of Liberty
Daughters of Liberty
Articles of Confederation

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **8.I.UE.1:** Use multiple sources to develop claims in response to compelling and supporting questions.
- **8.I.UE.2:** Create claims and counterclaims, using appropriate evidence, to constrict an argument to answer compelling and supporting questions.
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Pike County Schools
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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Cause and Effect: 8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.

Clarification Statement: The location and geography of Americans in the Colonial Era shaped political mindsets, priorities and beliefs of societal roles that led to rebellion and regional differences during the Revolutionary and Early Republic Periods. As the population of the United States moved westward, it had a direct effect on diverse groups of American Indians. As the Civil War ended and Reconstruction began, the promise of freedom was tempered with the reality of segregation and discrimination faced by former slaves.

KNOW: Vocabulary:

Louisiana Purchase
Oregon Territory
Gold Rush
Mormon Migration
Railroad
Indian Removal Act
Black Codes
Jim Crow Laws
Assassination of Lincoln
Reconstruction
Manifest Destiny

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Conflict and Compromise: 8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.

Clarification Statement: The American colonies resisted British control. Because of various British actions, such as the Proclamation of 1763, Stamp Act, Sugar Act and Intolerable Acts, the colonists rebelled against Britain to establish a new nation.

KNOW: Vocabulary:

Proclamation of 1763

Sugar Act

Stamp Act

Taxation without Representation

Quartering Act

Boston Tea Party

Intolerable Acts

Navigation Acts

Declaratory of Act

Townshend Act

Sons of Liberty

Daughters of Liberty

Boston Massacre

Tea Act

Writs of Assistance

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **8.I.U.E.1:** Use multiple sources to develop claims in response to compelling and supporting questions.
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Pike County Schools
Social Studies- 8th Grade
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- **8.I.CC.5:** Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Conflict and Compromise: 8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.

Clarification Statement: As the young republic grew, conflicts arose. Compromises, such as the Missouri Compromise, Compromise of 1850 and the Kansas-Nebraska Act, became necessary to appease both the North and the South.

KNOW: Vocabulary:

Great Compromise
3/5 Compromise
US Constitution
Bill of Rights
Shay's Rebellion
Missouri Compromise
Compromise 1850
Kansas-Nebraska Act
Bleeding Kansas
War of 1812
Treaty of Ghent

DO: Investigating- Using Evidence: (use 1 or more of the following)

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- **8.I.CC.5:** Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Conflict and Compromise: 8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.

Clarification Statement: As increasing sectional differences emerged between the North and South, reform movements, such as the Abolitionist Movement, Seneca Falls Convention and other social movements took place.

KNOW: Vocabulary:

Abolitionist Movement
Underground Railroad
Seneca Falls Convention
Suffrage
Horace Mann - educational reform

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **8.I.U.E.1:** Use multiple sources to develop claims in response to compelling and supporting questions.
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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Conflict and Compromise: 8.H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.

Clarification Statement: As increasing sectional differences emerged, the disparity between regions grew and were influenced by differing cultural, geographic, economic and political factors and characteristics. For example, the small farm based economy in the New England Colonies differed from the plantation based economy in the Southern Colonies. These differences gave rise to different labor systems. The South was reliant on slavery while the North was reliant on wage labor and indentured servitude. This led to conflicts over issues such as slave trade, the spread of slavery to new territories, abolition, human rights and, ultimately, the Civil War.

KNOW: Vocabulary:

Sectionalism
North - Industrial Society
South - Agricultural Society
Plantations
Yeomen Backcountry
Tidewater
Indentured Servants

DO: Investigating- Using Evidence: (use 1 or more of the following)

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Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Kentucky History: 8.H.KH.1 Articulate Kentucky's role in early American history from the earliest colonial settlement to 1877.

Clarification Statement: Kentucky played a pivotal role in the development of the nation. People in the Kentucky region helped form national policies and an American identity. Kentucky sites are part of the American narrative. From the time of the opening of the Cumberland Gap, people moving into present-day Kentucky encountered people who were already in residence.

KNOW: Vocabulary:

Daniel Boone
Cumberland Gap
Henry Clay
Missouri Compromise
Compromise 1850
Fort Boonesborough

DO: Investigating- Using Evidence: (use 1 or more of the following)

- **8.I.UE.1:** Use multiple sources to develop claims in response to compelling and supporting questions.
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- **8.I.CC.5:** Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Pike County Schools
Social Studies- 8th Grade
Standards Mastery Document

Standard: Kentucky History: 8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.

Clarification Statement: Kentucky played a pivotal role in the development of the nation. People in the Kentucky region helped form national policies and an American identity. Kentucky sites are part of the American narrative. From the time of the opening of the Cumberland Gap, people moving into present-day Kentucky encountered people who were already in residence.

KNOW: Vocabulary:

Daniel Boone
Cumberland Gap
Henry Clay
Missouri Compromise
Compromise 1850
Fort Boonesborough
Native Americans
Jackson Purchase
Kentucky Constitution

DO: Investigating- Using Evidence: (use 1 or more of the following)

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