

8th Grade Social Studies



Prioritized Standards and Instructional Units 2024-2025

Grade 8: The United States: 1600-1877

Specific Overview

Grade 8: Introduction

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Eighth graders continue to work toward this goal by investigating how conflict and compromise impacted the founding and development of the United States between 1600-1877 in the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Eighth graders will analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, the expansion of the definition over time and the changes in participation over time. Students will assess how regions of the United States specialized based on supply and demand due to their geographic locations. Students will explain how global interconnections impacted culture, land use and trade in the United States. Students will explain the role of changing political, social and economic perspectives had on the lives of diverse groups of people.

Key Vocabulary

May include, but is not limited to: amendment, citizenship, Constitution, democracy, diverse perspectives, federalism, republic

Looking Back, Looking Ahead: Connections to Grade Seven and Grade Nine

In grade 7, students examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas. In grade 8, students investigate how conflict and compromise impacted the founding and development of the United States from 1600-1877. The interplay between world and United States history allows students to see how the ideas of movement, migration, conflict and competition evolve and change over time in different locations and time periods. Students enter high school with the content knowledge and disciplinary skills needed to ask questions, propose solutions and thrive in an ever-changing world.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 8. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Prioritized Standards for 24-25

Unit 1: Colonization	Unit 2: Revolutionary Period	Unit 3: Constitution and Civics	Unit 4: Early Republic	Unit 5: Westward Expansion	Unit 6: Industrialization	Unit 7: Civil War and Reconstruction
5 Weeks	6 Weeks	7 Weeks	5 Weeks	5 Weeks	3 Weeks	4 Weeks
8.I.Q.2 8.I.UE.1 8.I.CC.5	8.I.Q.2 8.I.UE.2 8.I.CC.3	8.I.Q.1 8.I.UE.2 8.I.CC.4	8.I.Q.1 8.I.UE.2 8.I.CC.4	8.I.Q.3 8.I.UE.3 8.I.CC.2	8.I.UE.2	8.I.Q.1 8.I.UE.3 8.I.CC.5

Unit 1: Colonization

Length: 5 Weeks	Compelling Question: <ul style="list-style-type: none"> How does conflict shape a society?
	Supporting Questions: <ul style="list-style-type: none"> Why did the English colonies develop into three distinct regions? What was the motive for colonization? What role did enslavement and indentured servitude play in the development of the colonies? What role did compromise and conflict play in the success of the early colonies? (ie: Native Americans) How did the emerging national identity of the American colonies cause conflict with other nations and cultures? What defined colonial national identity in North America? How did the relationship between politics and religion impact the colonial regions? Were the Puritans selfish or selfless? How did American Indian tribes influence English colonists? How did English colonists influence American Indian tribes? What caused King Philip's War? What governments did colonists establish? What caused the Salem Witch Crisis of 1692? How did Bacon's Rebellion shift the colonies toward race based enslavement? How did enslaved people resist enslavement and oppression?

Standards	Priority or Supporting
Questioning: 8.1.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Supporting
8.1.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.	Priority
8.1.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting

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.	Supporting
8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.	Supporting
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.	Supporting
8.G.GR.1 Use 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 11600-1877.	Supporting
8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during the Colonial Era through Reconstruction from 1600-1877.	Supporting
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.	Supporting
Using Evidence: 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.	Priority
8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.	Supporting
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.	Supporting
Communicating Conclusions: 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.	Supporting

<p>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.</p>	Supporting
<p>8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.</p>	Supporting
<p>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.</p>	Supporting
<p>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>	Priority

Unit 2: Revolutionary Period

Length: 6 Weeks	Compelling Question: <ul style="list-style-type: none"> How does conflict lead to change?
	Supporting Questions: <ul style="list-style-type: none"> Were the grievances listed in the Declaration of Independence enough reason to rebel? How do citizens rebel? At what point do citizens have the right to rebel against the government? Were the colonists justified in resisting British policies after the French and Indian War? Did the Declaration of Independence establish the foundation of American government? How did conflict lead to change during the American Revolution? How did ideology unite the colonists against the British? Who did the American Revolution fail? Did England lose more than it gained from its victory in the French and Indian War? Was the American War for Independence inevitable?

Standards	Priority or Supporting
Questioning: 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Supporting
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.	Priority
8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
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.	Supporting
8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by the government.	Supporting

8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.	Supporting
8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.	Supporting
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.	Supporting
8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.	Supporting
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.	Supporting
Using Evidence: 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.	Priority
8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.	Supporting
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.	Supporting
Communicating Conclusions: 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.	Supporting
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.	Supporting

<p>8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.</p>	<p>Priority</p>
<p>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.</p>	<p>Supporting</p>
<p>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>	<p>Supporting</p>

Unit 3: Constitution and Civics

Length: 7 Weeks	Compelling Question: <ul style="list-style-type: none"> Does the Constitution establish a just government?
	Supporting Questions: <ul style="list-style-type: none"> Did the Articles of Confederation provide the US with an effective form of government? How does the Constitution help a democracy work? What is the role/responsibility of the government? Could the Constitution be written without compromise? Why was ratification of the Constitution not the same among the states? To what extent did the legacies of colonization affect the creation of a new government for the new nation? How does the Constitution establish shared power? How did the Constitution guard against tyranny? How does the Constitution protect citizens rights? How does the federal government share power with the states?

Standards	Priority or Supporting
Questioning: 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Priority
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.	Supporting
8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
8.C.CP.2 Explain the origins, functions, and structure of government, with reference to the Declaration of Independence, the Articles of Confederation, U.S. Constitution, Bill of Rights, and other founding documents, and their impacts on citizens.	Supporting

8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers, and checks and balances	Supporting
8.C.PR.1 Explain the relationship between federalism and local, state, and national governments.	Supporting
8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.	Supporting
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.	Supporting
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.	Supporting
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.	Supporting
Using Evidence: 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.	Supporting
8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.	Priority
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.	Supporting
Communicating Conclusions: 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	Supporting

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.	Supporting
8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.	Supporting
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.	Priority
8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.	Supporting

Unit 4: Early Republic

Length: 5 Weeks	Compelling Question: <ul style="list-style-type: none"> How do the actions of individuals, groups, and institutions affect society?
	Supporting Questions: <ul style="list-style-type: none"> What issues led to the development of political parties? How did George Washington create a model for the American presidency? How was the American identity shaped during the Early Republic? What economic challenges did America face in the Early Republic? How did the Cotton Gin Shape Georgia's Economy? How do Supreme Court rulings impact the rights of citizens over time? How did the Louisiana Purchase affect the growth and expansion of the US? What was the relationship between the US and foreign nations during the Early Republic? How did the population change during the Early Republic Period? Were Lewis and Clark respectful to the Native Americans they met on their journey? What was the United States' relationship with other countries? How did the United States develop during the Market Revolution? Why Did Women Go to Work in New England Textile Mills? How did the United States government navigate conflict with states? How did the relationship with American Indians change over time? How did Kentucky contribute to the development of the United States?

Standards	Priority or Supporting
Questioning: 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Priority
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.	Supporting
8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting

<p>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.</p>	Supporting
<p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p>	Supporting
<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p>	Supporting
<p>8.E.MA.3 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.</p>	Supporting
<p>8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.</p>	Supporting
<p>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.</p>	Supporting
<p>Using Evidence: 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p>	Supporting
<p>8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.</p>	Priority
<p>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.</p>	Supporting
<p>Communicating Conclusions: 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.</p>	Supporting

<p>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.</p>	Supporting
<p>8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.</p>	Priority
<p>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.</p>	Supporting
<p>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>	Supporting

Unit 5: Westward Expansion

Length: 5 Weeks	Compelling Question: <ul style="list-style-type: none"> • What motivates people to move?
	Supporting Questions: <ul style="list-style-type: none"> • Did the positives of Westward Expansion outweigh the negatives? • How did Americans justify Westward Expansion? • What motivated people to expand westward? • To what extent did the reform movements improve life for Americans? • How did beliefs about capitalism lead to technological innovations? • How did Manifest Destiny lead to oppressive policies? • How will westward expansion impact the rights of minorities? • What factors and technologies influenced Westward Expansion? • How Democratic Was Andrew Jackson? • Why was the Cherokee nation removed during The Trail of Tears? • How Did Six Different Native Nations Try to Avoid Removal? • How did beliefs about justice lead to the abolition movement? • How did beliefs about equality lead to the women's movement? • How did beliefs about dignity and fairness lead to the reform movement? • How did beliefs about capitalism lead to technological innovations? • How did the Gold Rush affect San Francisco? • How did beliefs about America bring in immigrants? • How did the belief in government lead to compromises? • How did nationalism lead the United States to war? • Why did Texans revolt against the Mexican government?

Standards	Priority or Supporting
Questioning: 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Supporting
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.	Supporting

<p>8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>	<p>Priority</p>
<p>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.</p>	<p>Supporting</p>
<p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p>	<p>Supporting</p>
<p>8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.</p>	<p>Supporting</p>
<p>8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.</p>	<p>Supporting</p>
<p>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.</p>	<p>Supporting</p>
<p>8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.</p>	<p>Supporting</p>
<p>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.</p>	<p>Supporting</p>
<p>8.H.CO.3 Analyze how economic, social, ideological, and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p>	<p>Supporting</p>
<p>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.</p>	<p>Supporting</p>
<p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade, and commerce in the years leading up to</p>	<p>Supporting</p>

the Civil War between 1840-1860.	
8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775-1877.	Supporting
Using Evidence: 8.I.U.1 Use multiple sources to develop claims in response to compelling and supporting questions.	Supporting
8.I.U.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.	Supporting
8.I.U.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.	Priority
Communicating Conclusions: 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.	Supporting
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.	Priority
8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.	Supporting
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.	Supporting
8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.	Supporting

Unit 6: Industrialization

Length: 3 Weeks	Compelling Question: <ul style="list-style-type: none"> Did industrialization make life better for Americans?
	Supporting Questions: <ul style="list-style-type: none"> What factors caused the need for industrialization? What changes were made to manufacturing during the age of industrialization? How did industrialization affect how Americans lived? How did industrialization affect where Americans lived? How did industrialization affect the American social structure? What advantages did industrialization give America? How did industrialization affect the economic system?

Standards	Priority or Supporting
Questioning: 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Supporting
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.	Supporting
8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.	Supporting
8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.	Supporting

<p>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.</p>	Supporting
<p>Using Evidence: 8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p>	Supporting
<p>8.I.U.E.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.</p>	Priority
<p>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.</p>	Supporting
<p>Communicating Conclusions: 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.</p>	Supporting
<p>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.</p>	Supporting
<p>8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.</p>	Supporting
<p>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.</p>	Supporting
<p>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>	Supporting

Unit 7: Civil War and Reconstruction

Length: 5 Weeks	Compelling Question: <ul style="list-style-type: none"> How does war change society?
	Supporting Questions: <ul style="list-style-type: none"> Did the Civil War help create a more perfect Union? How did the differences during colonialism lead to the Civil War? Was the Civil War inevitable? Can legislative compromises solve moral issues? How did westward expansion contribute to sectionalism? Should the states have the right to ignore the laws of the national government? Should Kentucky have stayed neutral during the Civil War? What was the economic and human cost war? Were the reasons for the war worth the costs? Were the rights of citizens expanded? What were the goals of reconstruction? How effective were the Reconstruction policies? In what ways were Reconstruction policies undermined? Was it possible to have a peace of reconciliation after the Civil War? Did Reconstruction make the US more democratic? In what ways did Jim Crow Laws limit Reconstruction efforts? What were the major political developments of Reconstruction? How are the effects of Reconstruction still felt today? How did African Americans redefine their identity and freedoms during Reconstruction?

Standards	Priority or Supporting
Questioning: 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Priority
8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S.	Supporting

history between 1600-1877.	
8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Supporting
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.	Supporting
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 the definition over time, and changes in participation over time.	Supporting
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.	Supporting
8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.	Supporting
8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.	Supporting
8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by the government.	Supporting
8.E.KE.1 Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War.	Supporting
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.	Supporting
8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.	Supporting
8.H.CO.3 Analyze how economic, social, ideological, and political changes led to sectional and national tensions, inspiring reform	Supporting

movements between 1840-1860.	
8.H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.	Supporting
8.H.CH.3 Explain how political, social, and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.	Supporting
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.	Supporting
Using Evidence: 8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.	Supporting
8.I.U.E.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.	Supporting
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.	Priority
Communicating Conclusions: 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.	Supporting
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.	Supporting
8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.	Supporting

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