

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>History</i>	
Topic <i>Historical Thinking and Skills</i> Historical thinking begins with a clear sense of time – past, present, and future – and becomes more precise as students progress. Historical thinking includes skills such as locating, researching, analyzing, and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.	Pacing
Content Statement 1. <i>Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.</i> Learning Targets: <ul style="list-style-type: none"> I can analyze primary and secondary sources to describe the different perspectives on an issue relating to a historical event in U.S. history. I can analyze primary and secondary sources to present and defend a position. 	Content Elaborations Throughout the study of history, historical documents, artifacts, and other materials can be examined in terms of the perspective or point of view they represent. Primary and secondary sources can be studied to understand how the same event might be portrayed from different perspectives. Primary sources provide first-hand information about historical events. Secondary sources provide interpretations of events by people who were not present at the events they discuss. In using documents, historians determine the applicability of information and separate factual information from opinion and fiction. Historians also use evidence provided by the primary and secondary sources to construct arguments that support a stated position.
Content Vocabulary <ul style="list-style-type: none"> primary source secondary source historical 	Academic Vocabulary <ul style="list-style-type: none"> analyze describe perspective defend position measure
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

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Content Statement 2. <i>North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.</i> Learning Targets: <ul style="list-style-type: none"> I can explain the economic reasons for the exploration and colonization of North America by Europeans. I can explain the religious reasons for the exploration and colonization of North America by Europeans. 	Content Elaborations There were many different American Indian cultures inhabiting North America prior to the arrival of Europeans. In grade five, students learned about the unique characteristics of their cultures. Economic reason behind the European exploration of North America include the pursuit for new trade routes to Asia, the quest for new opportunities, and the search for resources (e.g., gold, silver). The Europeans found goods that had a market in Europe (e.g., timber, fur, tobacco). The religious reasons for Europeans coming to North America include escaping religious persecution, creating a religious utopia, and converting American Indians to Christianity.
Content Vocabulary <ul style="list-style-type: none"> economic exploration colonization religious 	Academic Vocabulary <ul style="list-style-type: none"> explain
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>History</i>	
Topic <i>Colonization to Independence</i> European countries established colonies in North America as a means of increasing wealth and power. As the English colonies developed their own governments and economies, they resisted domination by the monarchy, rebelled, and fought for independence.	Pacing
Content Statement 3. <i>Competition for control of territory and resources in North America led to conflicts among colonizing powers.</i> Learning Targets: <ul style="list-style-type: none"> I can explain how competition for control of territory and resources in North America led to conflicts among colonizing powers. 	Content Elaborations National rivalries spurred the powerful European countries to make land claims and to exploit the resources of the Western Hemisphere. The British, French, Spanish, Swedes, and Dutch struggled with each other to control settlement and colonization of North America. One consequence was a series of wars involving colonial powers, colonists, and American Indians (e.g., King William's War, Queen Anne's War, King George's War, the French and Indian War).
Content Vocabulary <ul style="list-style-type: none"> competition territory colonizing resources 	Academic Vocabulary <ul style="list-style-type: none"> explain
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

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Content Statement 4. <i>The practice of race-based slavery led to the forced migration of Africans to the American colonies. Their knowledge and traditions contributed to the development of those colonies and the United States.</i> Learning Targets: <ul style="list-style-type: none"> I can analyze the impact that the institution of slavery had on the Americas. I can explain the four reasons why Africans were used as slaves. I can summarize the contributions that Africans made to colonial America. 	Content Elaborations The perspective of many Europeans that black Africans were inferior and uncivilized led to the forced relocation of hundreds of thousands of Africans to the American colonies. Although Africans aided Europeans in enslaving and in trading slaves, the practice was race-based and economically motivated. Europeans and many of the American colonists felt that the African slaves provided a source of cheap labor. Africans were not simply victims but were intricately involved in the economic development of the colonies and, after the American Revolution, the United States. Slaves and freed Africans helped provide labor for northern manufacturers. They were particularly important in the maritime trade in the northern and southern colonies. Slaves also worked as artisans and domestics. Slavery was the foundation of the agricultural system in most of the Southern colonies and was critical in sustaining the cultivation of rice, cotton, and tobacco as cash crops. Slaves from West and Central Africa contributed their knowledge of planting rice and sweet potatoes to the colonies. The cultural contributions of American slaves include their folklore and music.
Content Vocabulary <ul style="list-style-type: none"> institution of slavery contribution 	Academic Vocabulary <ul style="list-style-type: none"> analyze explain summarize
Formative Assessments	Summative Assessments

Resources	Enrichment Strategies
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Grade Eight Social Studies

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Content Statement 5. <i>The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.</i> Learning Targets: <ul style="list-style-type: none"> I can connect the ideas of the Enlightenment and dissatisfaction with colonial rule to the writing of the Declaration of Independence and launching of the American Revolution. 	Content Elaborations The American Revolution was made possible in part by the chain of political, economic, and social changes that occurred during the Enlightenment. The ideas of Enlightenment (e.g., rights of the citizen, natural law, reason, idea of popular government) thinkers fueled the discontent felt by the American colonists with a series of actions instituted by the British government following the French and Indian War (e.g., Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Tea Act, Coercive Acts, Quartering Act, Quebec Act). Enlightenment ideas also influenced the writing of the Declaration of Independence, with an emphasis on natural rights, limitations on the power of the government, social contract, and consent of the governed.
Content Vocabulary <ul style="list-style-type: none"> Enlightenment colonial Declaration of Independence American Revolution 	Academic Vocabulary <ul style="list-style-type: none"> connect dissatisfaction launching
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>History</i>	
Topic <i>A New Nation</i> The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.	Pacing
Content Statement 6. <i>The outcome of the American Revolution was national independence and new political, social, and economic relationships for the American people.</i> Learning Targets: <ul style="list-style-type: none"> I can analyze the new political, social, and economic relationships for the American people that resulted from the American Revolution. 	Content Elaborations The American Revolution achieved national independence for the United States of America, a new country organized under the Articles of Confederation. As citizens of a new nation, the American people found themselves having to adjust to a new series of relationships. Thirteen colonies owing allegiance to Great Britain transitioned into 13 sovereign states loosely united as a confederation. Each state had to create new governing documents and address issues such as who would become citizens and with what rights, would there be established churches, and what would be done with the institution of slavery. The former colonies moved from support of a mother country under a mercantilist system to 13 separate economies facing currency, banking, and trade issues. One of the successes of the Articles of Confederation was the passage of the Northwest Ordinance in 1787. This ordinance established a precedent for protecting rights and set the stage for national growth.
Content Vocabulary <ul style="list-style-type: none"> political social economic American Revolution 	Academic Vocabulary <ul style="list-style-type: none"> analyze
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>History</i>	
Topic <i>A New Nation</i> The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.	Pacing
Content Statement 7. <i>Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.</i> Learning Targets: <ul style="list-style-type: none"> I can explain how the problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution. 	Content Elaborations Major domestic problems faced by the leaders of the new republic under the Articles of Confederation led to the creation of a new constitution. Problems under the Articles included: <ul style="list-style-type: none"> Maintaining national security Creating a stable economic system Paying war debts Collecting revenue Regulating trade Correcting flaws in the central government Challenges in writing and ratifying the U.S. Constitution included: <ul style="list-style-type: none"> Issues debated during the convention (e.g., powers of the central government vs. the states, representation of the states vs. the people, the extent of democratic participation, the continued institution of slavery) The Federalist/Anti-Federalist debate (i.e., Federalists supported a strong national government with its separation of powers into three independent branches; Anti-Federalists opposed a strong central government believing it threatened the power of the states and lacked a bill of rights)
Content Vocabulary <ul style="list-style-type: none"> Articles of Confederation debate adoption Shays's Rebellion 	Academic Vocabulary <ul style="list-style-type: none"> explain
Formative Assessments	Summative Assessments

Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

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Topic <i>A New Nation</i>	Pacing
The United States shifted in governing philosophy from a loosely organized system characterized by strong states' rights to a federal system.	
Content Statement 8. <i>Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power, and repelled a foreign invasion.</i> Learning Targets: <ul style="list-style-type: none"> I can explain how the actions of early presidential administrations established a strong federal government, provided peaceful transitions of power, and repelled a foreign invasion. 	Content Elaborations Actions of early U.S. presidential administrations established a strong federal government, including: <ul style="list-style-type: none"> Assumption of state debts, creation of the national bank, ending the Whiskey Rebellion, negotiating the Jay Treaty (Washington Administration) Creation of the Navy Department, maintenance of neutrality (Adams Administration) Expansion of U.S. territory with the Louisiana Purchase (Jefferson Administration) Waging the War of 1812 (Madison Administration) Winning the McCulloch v. Maryland decision, negotiating treaties to secure U.S. borders, instituting the Monroe Doctrine (Monroe Administration) <p>Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit. Peaceful transitions occurred despite disputes in the elections of 1800 and 1824.</p> <p>Attempts by Great Britain to invade the United States during the War of 1812 were turned back, and the Madison Administration preserved the pre-war status of the United States.</p>
Content Vocabulary <ul style="list-style-type: none"> presidential administrations federal government foreign invasion 	Academic Vocabulary <ul style="list-style-type: none"> explain transitions of power established repelled

Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

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Strand <i>History</i>	
Topic <i>Expansion</i> The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.	Pacing
Content Statement 9. <i>The United States added to its territory through treaties and purchases.</i> Learning Targets: <ul style="list-style-type: none"> I can describe how the United States added to its territory through treaties and purchases. 	Content Elaborations The United States negotiated treaties with and purchases from other countries in an effort to expand its territory and to solidify its borders. Treaties were negotiated with Spain, Great Britain, and Mexico (e.g., Adams-Onís Treaty, Webster-Ashburton Treaty, Oregon Treaty, Treaty of Guadalupe Hidalgo). The U.S. expanded its territory through purchases from France, Mexico, and Russia (e.g., Louisiana Purchase, Gadsden Purchase, Alaska purchase).
Content Vocabulary <ul style="list-style-type: none"> territory treaties purchases 	Academic Vocabulary <ul style="list-style-type: none"> describe
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

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Topic <i>Expansion</i>	Pacing
The addition of new territories and economic and industrial development contributed to the growth of sectionalism in the United States.	
Content Statement 10. Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico, and the displacement of American Indians. Learning Targets: <ul style="list-style-type: none"> I can explain how westward expansion contributed to debates over sectional issues. I can explain how westward expansion contributed to the war with Mexico. I can explain how westward expansion contributed to the displacement of American Indians. 	Content Elaborations <p>The territorial expansion of the United States continued after the War of 1812. It contributed to economic development by providing land for settlement and development of transportation networks. New resources also were discovered in the acquired territories.</p> <p>As the country expanded, it developed into sections with distinct economic and cultural characteristics. The sections took different positions on key political issues of the day. Westward expansion escalated the debate over a key sectional issue – whether or not slavery should be extended into the new territories.</p> <p>Growth of the United States encroached upon Mexico. The annexation of Texas, efforts to purchase Mexican territory and disputes over the Texas-Mexico border led to the Mexican War.</p> <p>The settlement of the United States led to the displacement of American Indians from their native lands through various means including forced removal through legal and military actions (e.g., Treaty of Greenville, Indian Removal Act). In the 1840s, the idea of Manifest Destiny was used by politicians and leaders to explain and justify continental expansion by the United States.</p>
Content Vocabulary <ul style="list-style-type: none"> westward expansion sectional issues displacement 	Academic Vocabulary <ul style="list-style-type: none"> explain contributed analysis
Formative Assessments	Summative Assessments

Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>History</i>	
Topic <i>Civil War and Reconstruction</i> Sectional differences divided the North and South prior to the American Civil War. Both the American Civil War and resulting period of Reconstruction had significant consequences for the nation.	Pacing
Content Statement 11. Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War. Learning Targets: <ul style="list-style-type: none"> • I can distinguish between the sectional differences that divided the North and South prior to the American Civil War. • I can illustrate how disputes over the nature of federalism fed into sectional issues and helped lead to the American Civil War. 	Content Elaborations The federal system of government created under the U.S. Constitution raised questions during the first half of the 19th century over the power of the federal government versus the powers reserved to the states. States' rights arguments were first outlined in the Virginia and Kentucky Resolutions of 1798-99. The country's expansion helped it develop sections with distinct economic characteristics. The sections took different positions on key political issues of the day (e.g., tariff policy, the national bank, internal improvements, sales of public lands, slavery). Northern entrepreneurs favored high tariffs to protect their businesses and avoid competition from foreign products. Many southerners, who imported manufactured products, wanted low tariffs to keep their costs low. They also feared that foreign countries would retaliate against American tariffs by not importing southern cotton and other products. Northerners favored the operations of a national bank that could help finance new business ventures and facilitate commerce. Western farmers tended to be poor and distrusted banks. They objected to bank policies that made it difficult for them to obtain loans. Westerners favored government programs to enhance internal improvements such as roads and canals. These improvements enabled more people to travel out west and made it easier to ship agricultural products east. Southerners tended to object to the expense associated with building internal improvements. They did not see their section of the country benefitting from

	<p>such programs as most of the construction took place in the North and West.</p> <p>Westerners, many of whom were poor, favored the cheap sale of public lands as a way to acquire better farmland and attract more people to the west. Many northerners opposed the cheap sale of public lands. They viewed land sales as a way for the federal government to generate income.</p> <p>Southerners viewed slavery as vital to their agricultural way of life and favored the extension of slavery into the territories as cotton cultivation moved west. Northerners who did not rely on slaves for a workforce objected to slavery as a moral wrong and opposed its extension into the territories.</p> <p>In several key instances, the sectional issues involved arguments over states' rights (e.g., the Tariff of Abominations, the Webster-Hayne Debate of 1830, the Nullification Crisis of 1832-33). One sectional issue in particular – the extension of slavery – prompted much debate in the 1840s and 1850s (e.g., the Wilmot Proviso, the Compromise of 1850, the Kansas-Nebraska Act). The debate over this issue culminated with the South's exercise of the ultimate states' right – secession.</p>
Content Vocabulary <ul style="list-style-type: none"> • sectional • disputes • Civil War • federalism 	Academic Vocabulary <ul style="list-style-type: none"> • distinguish • differences • prior • illustrate
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

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Content Statement <i>12. The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority, and lingering social and political differences.</i> Learning Targets: <ul style="list-style-type: none"> • I can describe how the Reconstruction period resulted in changes to the U.S. Constitution. • I can describe how the Reconstruction period resulted in the affirmation of federal authority. • I can describe how the Reconstruction period resulted in lingering social and political differences. 	Content Elaborations The conclusion of the American Civil War brought victory for the federal union over the secessionist states, emancipated slaves, and began the period of Reconstruction for the South. Nationally, Reconstruction took place in part with the passage of the 13th, 14th, and 15th Amendments to the U.S. Constitution. These amendments ended slavery and attempted to protect the rights of freedmen. Reconstruction had a particular impact on the Southern states, as they were required to implement a series of actions before being readmitted to the Union. Federal authority was affirmed, as most Southern states had to complete these actions under Military Reconstruction. Reconstruction resulted in resentments and new issues. White Southerners resented the new status afforded to blacks. They responded by enacting black codes and forming organizations such as the Ku Klux Klan. Southern Democrats resented the Republican carpetbagger governments imposed on the South and restored Democrats to power as Military Reconstruction came to an end. Congress and the presidency engaged in a struggle to control Reconstruction, which threatened the balance of power between the branches.
Content Vocabulary <ul style="list-style-type: none"> • Reconstruction • Constitution • federal • authority • social • political 	Academic Vocabulary <ul style="list-style-type: none"> • describe • resulted • affirmation • lingering • differences

Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

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Strand <i>Geography</i>	
Topic <i>Spatial Thinking and Skills</i> Spatial thinking examines the relationships among people, places, and environments by mapping and graphing geographic data. Geographic data are compiled, organized, stored, and made visible using traditional and geospatial technologies. Students need to be able to access, read, interpret, and create maps and other geographic representations as tools of analysis.	Pacing
Content Statement <i>13. Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.</i> Learning Targets: <ul style="list-style-type: none"> I can analyze the ways in which historical events are shaped by geography using modern and historical maps and other geographic tools. 	Content Elaborations Modern and historical maps, as well as other geographic tools (e.g., GPS, GIS, Internet-based mapping applications, aerial and other photographs, remote sensing images) can be used to analyze how historical events have been influenced by the distribution of natural resources and geographic location. These tools can be used to understand changes over time. They may be used to help illustrate sectionalism, unification, or movement.
Content Vocabulary <ul style="list-style-type: none"> historical geography modern 	Academic Vocabulary <ul style="list-style-type: none"> analyze shaped tools
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Geography</i>	
Topic <i>Human Systems</i> Human systems represent the settlement and structures created by people on Earth's surface. The growth, distribution, and movements of people are driving forces behind human and physical events. Geographers study patterns in culture and the changes that result from human processes, migrations, and the diffusion of new cultural traits.	Pacing
Content Statement 14. The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences. Learning Targets: <ul style="list-style-type: none"> I can analyze how the availability of natural resources contributed to the geographic and economic expansion of the United States. I can explain how geographic and economic expansion sometimes resulted in unintended environmental consequences. 	Content Elaborations The expansion of the United States, both geographically and economically, was influenced by the availability of its natural resources. This expansion sometimes resulted in unintended consequences. Forest resources and the abundance of fish and fur-bearing animals stimulated the growth of industries in the Northeast. The soil and climate of Virginia was conducive for growing tobacco. Although England originally settled Virginia to discover gold and silver and to trade with Indians for fur, the cultivation of tobacco helped make the colony prosper. Likewise, rice became an important crop in South Carolina, although originally it was thought to be an area for growing sugarcane. Cotton became a primary crop in the South. Intensive cotton cultivation, however, drained southern soils of essential nutrients and helped force the westward expansion of plantation agriculture. Expansion westward encouraged the building of canals and railroads, which in turn influenced further western migration. The stagnant waters of the canals often caused diseases and sparks from railroad engines sometimes caused prairie fires. The new settlers in the West affected the environment by destroying native vegetation to cultivate land for farming and by carving up the open plains with barbed-wire fences to protect cropland from animals.
Content Vocabulary <ul style="list-style-type: none"> natural resources 	Academic Vocabulary <ul style="list-style-type: none"> analyze

<ul style="list-style-type: none"> • economic • expansion • environmental • consequences • geographic 	<ul style="list-style-type: none"> • availability • contributed • unintended • explain
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Resources	Enrichment Strategies
Integrations	Intervention Strategies

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Content Statement 15. The movement of people, products, and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States. Learning Targets: <ul style="list-style-type: none"> I can describe the movement of people, products, and ideas that resulted in new patterns of settlement and land use. I can analyze the impact the movement of people, products, and ideas has on the political and economic development of the United States. 	Content Elaborations The development of the colonies reflected the origins of its settlers (e.g., the English in the New England colonies, the Germans in Pennsylvania) and the displacement of native Indians. Slavery in the northern colonies was not as prevalent as in the southern colonies, and slaves generally were used in a variety of endeavors. Many more African Americans were enslaved in the South where they were mainly used to raise labor-intensive crops. These differences influenced the ideas and political perspectives regarding the institution of slavery as the colonies gained independence and developed as a country. The opening of lands west of the Appalachians for white settlers led the government to move Indians further west either through treaty negotiations or by forcible removal. Sections of North America developed new patterns of settlement and land use due to the movement of people (e.g., immigration, importation of slaves, displacement of American Indians). These new patterns of settlement and land use influenced the political and economic development of the United States (e.g., Northwest Ordinance of 1787, Land Ordinance of 1785). The movement of people and products necessitated the construction of better transportation networks (e.g., roads, canals, railroads).
Content Vocabulary <ul style="list-style-type: none"> products settlement 	Academic Vocabulary <ul style="list-style-type: none"> describe resulted

<ul style="list-style-type: none"> • political • economic • push/pull factors 	<ul style="list-style-type: none"> • patterns • analyze • impact • development
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

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Content Statement 16. Cultural biases, stereotypes, and prejudices had social, political, and economic consequences for minority groups and the population as a whole. Learning Targets: <ul style="list-style-type: none"> I can explain how cultural biases, stereotypes, and prejudices had social, political, and economic consequences for minority groups and the population as a whole. 	Content Elaborations Cultural biases, stereotypes, and prejudices contributed to American Indian removal, the enslavement of Africans, violence against Mormons, and the view of women as second-class citizens. Responses to prejudice contributed to Indian wars, slave rebellions, the Mormon migrations, and efforts for women to gain equal rights. Cultural biases, stereotypes, and prejudices also impacted other groups, including immigrants. The prejudices could be based on origin (e.g., Ireland, China) or religion (e.g., Judaism, Catholicism). Many immigrants were restricted from certain jobs and limited as to where they could live.
Content Vocabulary <ul style="list-style-type: none"> cultural biases stereotypes prejudices political social economic minority minority groups xenophobia norms of behavior 	Academic Vocabulary <ul style="list-style-type: none"> consequences explain
Formative Assessments	Summative Assessments

Resources	Enrichment Strategies
Integrations	Intervention Strategies

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Content Statement 17. Americans began to develop a common national identity among its diverse regional and cultural populations based on democratic ideals. Learning Targets: <ul style="list-style-type: none"> I can identify the developments that helped bring about a common national identity for Americans. I can describe the democratic ideals around which that identity is based. 	Content Elaborations The democratic ideals that became the cornerstone for the development of a common national identity were freedom, equality, rights, and justice. Many of these ideals were reflected in the colonial governments, formed the basis for the colonists' disagreements over British policies, and were embedded into the U.S. Constitution and Bill of Rights. The sense of "being an American" began to form around the time of the American Revolution and gradually replaced the stronger sectional and state identities that were more prevalent before the Civil War. The creation of the public education system helped foster these ideals. Many immigrants came to the United States in pursuit of these democratic ideals with the hope of assimilating as Americans.
Content Vocabulary <ul style="list-style-type: none"> national identity democratic ideals 	Academic Vocabulary <ul style="list-style-type: none"> identify developments based describe
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Geography</i>	
Topic <i>Civic Participation and Skills</i> Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	Pacing
Content Statement <i>18. Participation in social and civic groups can lead to the attainment of individual and public goals.</i> Learning Targets: <ul style="list-style-type: none"> I can explain how participation in social and civic groups can lead to the attainment of individual and public goals. 	Content Elaborations Throughout early American history, there are examples of how participation in social and civic groups led to the attainment of individual and public goals. Social groups included the American Temperance Society, which strived to reduce the consumption of alcohol, and the National Trades' Union, which sought to improve working conditions. Civic groups included the Sons of Liberty, which worked to protest British colonial policy, and the American Anti-Slavery Society, which worked to emancipate slaves.
Content Vocabulary <ul style="list-style-type: none"> social civic individual goals public goals 	Academic Vocabulary <ul style="list-style-type: none"> explain participation attainment
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Geography</i>	
Topic <i>Civic Participation and Skills</i> Civic participation embraces the ideal that an individual actively engages in his or her community, state, or nation for the common good. Students need to practice effective communication skills including negotiation, compromise, and collaboration. Skills in accessing and analyzing information are essential for citizens in a democracy.	Pacing
Content Statement 19. Informed citizens understand how media and communication technology influence public opinion. Learning Targets: <ul style="list-style-type: none"> I can explain how media and communication technology influence public opinion. 	Content Elaborations Media and communication technology influence public opinion through a variety of means. Historically, this includes improvements in printing, mail delivery, distribution of newspapers, and the telegraph, which heightened public awareness and provided information. They also exposed people to arguments, emotional appeals, and propaganda. Public opinion in early American history was influenced by pamphlets, books, and newspaper articles (e.g., <i>Common Sense</i> , <i>Uncle Tom's Cabin</i> , the <i>Federalist Papers</i> , <i>The Liberator</i>). The invention of the telegraph transformed news and hastened the rise of independent, mass-circulation newspapers in the 19th century.
Content Vocabulary <ul style="list-style-type: none"> media communication technology public opinion 	Academic Vocabulary <ul style="list-style-type: none"> explain influence
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Government</i>	
Topic <i>Roles and Systems of Government</i> The purpose of government in the United States is to establish order, protect the rights of individuals, and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	Pacing
Content Statement 20. The U.S. Constitution established a federal system of government, a representative democracy, and a framework with separation of powers and checks and balances. Learning Targets: <ul style="list-style-type: none"> I can describe and give examples of how the U.S. Constitution created a federal system, representative democracy, separation of powers, and checks and balances. 	Content Elaborations The federal government established by the U.S. Constitution divides power among a central government and territorial subdivisions – the national and state governments. This allows both levels of government some degree of independence. The United States is a republic or representative democracy in which elected officials representing the people make laws and public policy. The U.S. Constitution provides for a separation of powers among the three branches of government (e.g., the legislative branch has the power to impose taxes and declare war, the executive branch has the power to command the military and grant pardons, the judicial branch has power to hear cases involving maritime law and controversies between the states). The U.S. Constitution also provides for a system of checks and balances among the three branches of government. These checks and balances include the: <ul style="list-style-type: none"> Power of the president to veto acts of Congress (e.g., Jackson’s veto of the re-charter of the Bank of the United States in 1832) Power of the Senate to approve presidential appointments (e.g., the approval of Daniel Webster as secretary of state in 1841) Independence of Supreme Court justices who hold their offices “during good behavior” (e.g., the impeachment trial of Samuel Chase in 1805)
Content Vocabulary <ul style="list-style-type: none"> Constitution federal system representative democracy separation of powers 	Academic Vocabulary <ul style="list-style-type: none"> describe example

<ul style="list-style-type: none"> • checks and balances 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Government</i>	
Topic <i>Roles and Systems of Government</i> The purpose of government in the United States is to establish order, protect the rights of individuals, and to promote the common good. Governments may be organized in different ways and have limited or unlimited powers.	Pacing
Content Statement 21. The U.S. Constitution protects citizens' rights by limiting the powers of government. Learning Targets: <ul style="list-style-type: none"> I can cite examples and evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government. 	Content Elaborations Throughout the U.S. Constitution (including the Bill of Rights), the rights of citizens are protected by limiting the powers of the government. The Constitution prohibits the federal government from passing bills of attainder or ex post facto laws and from suspending writs of habeas corpus. The Bill of Rights provides additional protections (e.g., the federal government is prohibited from infringing on the freedoms of speech, press, religion, assembly, and petition). Citizens also are entitled to due process of law, are guaranteed the right to trial by jury and the right to counsel, and are protected from cruel and unusual punishments. After the Civil War, Amendments 13, 14, and 15 extended basic rights to the freedmen.
Content Vocabulary <ul style="list-style-type: none"> Constitution citizen rights government protect limiting 	Academic Vocabulary <ul style="list-style-type: none"> cite evaluate
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Economics</i>	
Topic <i>Economic Decision Making and Skills</i> Effective economic decision making requires students to be able to reason logically about key economic issues that affect their lives as consumers, producers, savers, investors, and citizens. Economic decision making and skills engage students in the practice of analyzing costs and benefits, collecting and organizing economic evidence, and proposing alternatives to economic problems.	Pacing
Content Statement 22. Choices made by individuals, businesses, and governments have both present and future consequences. Learning Targets: <ul style="list-style-type: none"> I can analyze how choices made by individuals, businesses, and governments have both present and future consequences. 	Content Elaborations Economic choices are made because wants are limited but resources are scarce. In any economic decision, whether it is an individual, business, or government, there are consequences for the present and the future. Businesses must weigh the consequences of hiring more workers, investing in research and development, and lowering or raising prices against potential profits in the short and long term. Governments must consider which public goods and services (e.g., highways, courts, military protection, education) they provide with available revenue (from taxes). They also must weigh the immediate and future impact of raising or lowering revenue through tax and tariff policy. Historical decisions based in part on economic choices include: <ul style="list-style-type: none"> Exploring new lands Importing slaves to the Americas Imposing new taxes on the American colonies Purchasing the Louisiana Territory from France Building textile mills using water power Setting up a ferry business or building a toll bridge Imposing tariffs
Content Vocabulary <ul style="list-style-type: none"> Industrial Revolution centuries 	Academic Vocabulary <ul style="list-style-type: none"> analyze

<ul style="list-style-type: none"> • means of production 	
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Economics</i>	
Topic <i>Production and Consumption</i> Production is the act of combining natural resources, human resources, capital goods, and entrepreneurship to make goods and services. Consumption is the use of goods and services.	Pacing
Content Statement 23. <i>The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts, and the shift from craftwork to factory work.</i> Learning Targets: <ul style="list-style-type: none"> I can analyze how the Industrial Revolution in the late 18th and early 19th centuries changed the means of production. 	Content Elaborations The first Industrial Revolution in the United States took place in the late 18th and early 19th centuries and greatly improved the country's economic growth. It fundamentally changed the means of production through improvements in technology, use of new power resources, the advent of interchangeable parts, and the shift from craftwork to factory work. Although this revolution began with the textile industry, it quickly moved to the production of other goods. Improvements in technology and use of new power resources (e.g., steam engine, cotton gin, mechanical reaper, sewing machine) changed the means of production. The development of interchangeable parts and mass production techniques brought greater efficiency to the production process and helped shift the nature of work from craftwork to factory work.
Content Vocabulary <ul style="list-style-type: none"> businesses governments consequences 	Academic Vocabulary <ul style="list-style-type: none"> analyze choices
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Economics</i>	
Topic <i>Markets</i> Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce resources, goods, and services.	Pacing
Content Statement 24. Governments can impact markets by means of spending, regulations, taxes, and trade barriers. Learning Targets: <ul style="list-style-type: none"> I can explain the impact government can have on markets by spending, regulating, taxing, and creating trade barriers. 	Content Elaborations <p>Examples of how governments can impact markets by means of spending, regulations, taxes, and trade barriers can be found in early American history.</p> <p>Spending by the U.S. and state governments has impacted markets by financing the building of roads and canals. The United States also purchased land for later development (e.g., the Gadsden Purchase).</p> <p>Regulations have been used by governments to control markets by limiting the production or exchange of goods (e.g., British trade policy for the colonies, including the Navigation Acts).</p> <p>Tariffs have been used to make American-produced goods more competitive in the domestic market by raising the price of imported goods (e.g., the Tariff of 1828).</p> <p>Trade barriers are used by governments to impact markets. They are the means used to prevent certain exchanges of goods (exports or imports) between nations (e.g., the Embargo Act of 1807).</p>
Content Vocabulary <ul style="list-style-type: none"> government markets regulating taxing trade barriers 	Academic Vocabulary <ul style="list-style-type: none"> explain impact
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies

Grade Eight Social Studies

Theme <i>U.S. Studies from 1492 to 1877: Exploration Through Reconstruction</i>	
Strand <i>Economics</i>	
Topic <i>Financial Literacy</i> Financial literacy is the ability of individuals to use knowledge and skills to manage limited financial resources effectively for lifetime financial security.	Pacing
Content Statement 25. <i>The effective management of one’s personal finances includes using basic banking services (e.g., savings accounts and checking accounts) and credit.</i> Learning Targets: <ul style="list-style-type: none"> I can demonstrate how effective management of one’s personal finances includes using basic banking services (e.g., savings accounts, checking accounts, and credit). 	Content Elaborations The Founders of the United States were generally divided on the idea of a nationwide central bank. Eventually, the First Bank of the United States was created to serve as the government’s fiscal agent and depository for funds. These historical events serve to segue into the study of banking services as part of financial literacy (as required in the Ohio Revised Code for grades seven or eight). For individuals, the use of banking services and credit enable them to manage their finances effectively. Savings accounts can be used to save for short- and long-term financial goals. Savings accounts earn interest from banks as payments for the use of the saver’s money. Checking accounts can be used to pay for goods and services instead of using currency. Some checking accounts carry service fees (including overdraft fees) and some checking accounts earn interest. There are various types of credit. Banks can make loans and offer credit cards to customers. Loans must be paid back to the bank with interest payments for the use of the money. Credit cards can be used to pay for goods and services instead of using currency. Credit cards may carry service fees. Credit cards offer various payment plans but carrying a balance on an account will require interest payments.
Content Vocabulary <ul style="list-style-type: none"> personal finances banking account 	Academic Vocabulary <ul style="list-style-type: none"> demonstrate effective management

<ul style="list-style-type: none">• credit	<ul style="list-style-type: none">• services• basic
Formative Assessments	Summative Assessments
Resources	Enrichment Strategies
Integrations	Intervention Strategies