**8th Grade Social Studies**

**Pacing Guide**

**1st Quarter**

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit** | **Key Vocabulary** | **Approximate Time Frame** |
| **1. Exploration**  ***Creating America: Beginnings Through Reconstruction* – Chapter 2** | **History 1:** Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.  **History 2:** North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.  **History 3:** Competition for control of territory and resources in North America led to conflicts among colonizing powers.  **History 4:** The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the colonies.  **Geography 16:** The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences. | I can explain why European countries began exploring west of Europe.  I can explain why the Native Americans were defeated by the Spanish.  I can describe the reasons for tension in the Americas.  I can form an opinion on the benefits of economic competition between nations.  I can compare the success of French, Dutch, and Spanish Colonies in the Americas.  I can describe positive and negative impacts of the Columbian Exchange.  I can describe the role of disease within societies.  I can explain why Europeans began importing Africans as slaves.  I can analyze the impact of the slave trade on the Americas and Africa. | Mercantilism  Conquistador  Cortez  Montezuma  Pizarro  Spanish Armada  New France  Plantation  Slavery  Middle Passage  Racism  Columbian Exchange | **10 days (2 weeks)**  **Quarter 1, Week 2-**  **Quarter 2, Week 3** |

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit** | **Key Vocabulary** | **Approximate Time Frame** |
| **2. The 13 Colonies & Colonial Development**  ***Creating America: Beginnings Through Reconstruction* – Chapters 3 & 4** | **Geography 15 –** Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.  **Geography 16** – The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.  **Geography 17** – 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. | I can develop a theory as to what happened to the colonists of Roanoke.  I can explain why the colony of Jamestown nearly failed.  I can identify the cause for tension between colonists and Native Americans.  I can explain why the first groups came to the New England Colonies.  I can identify the main source of economic success in the New England Colonies.  I can explain what drove society in the New England Colonies.  I can explain why people first settled in the Middle Colonies.  I can identify the main source of economic success in the Middle Colonies.  I can describe the culture of the Middle Colonies.  I can explain why the first people settled in the Southern Colonies.  I can explain what drove the economy of the Southern Colonies. | Charter  Indentured servant  Joint-stock company  Mayflower Compact  Self-governance  Apprentice  Religious freedom  Subsistence farming  Alliance  Doctrine  Diversity  Tolerance  Natural resource  Raw material  Royal colony  Backcountry  Cash crop  Indigo | **20 days (4 weeks)**  **Quarter 1, Week 4 –**  **Quarter 1, Week 7** |

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit** | **Key Vocabulary** | **Approximate Time Frame** |
| **3. Beginnings of an American Identity & Road to Revolution**  ***Creating America: Beginnings Through Reconstruction* – Chapters 5-7** | **History 3:** Competition for control of territory and resources in North America led to conflicts among colonizing powers.  **History 5:** The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.  **History 6**: Key events and significant figures in American history influenced the course and outcome of the American Revolution.  **History 7**: The outcome of the American Revolution was national independence and new political, social, and economic relationships for the American people.  **Geography 19**: Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.  **Government 20**: Active participation in social and civic groups can lead to the attainment of individual and public goals. | I can explain why the French and British fought each other in the colonies.  I can describe how the map of the Americas changed after the French and Indian War.  I can explain the colonists’ reactions to the limits on freedom.  I can explain why the French & British fought each other in the colonies.  I can explain why the colonists did not think new taxes were fair.  I can describe the reaction of the colonists to the Stamp Act.  I can explain why the colonists felt the British government was not acting as it should.  I can explain why the British needed revenue from the colonies.  I can explain how the colonists reacted to the taxes on tea.  I can explain how the colonies united together against British laws.  I can compare the ideas of the Enlightenment to the Declaration of Independence.  I can identify the place where the Revolutionary War began.  I can explain the colonists were reluctant to declare independence.  I can explain why the colonists formed an army.  I can explain why the colonists broke away from Britain.  I can identify key battles in the American Revolution.  I can explain four reasons why the colonists were successful in winning the American Revolution. | Trading post  French and Indian War  Albany Plan of Union  Treaty  Militia  Proclamation of 1763  Quartering Act  Revenue  Sugar Act  Duty  Grievance  Tyranny  Stamp Act  Boycott  Repeal  Boston Massacre  Tea Act  Boston Tea Party  Intolerable Acts  Minutemen  Patriots  Loyalists  Continental Army  Battle of Lexington & Concord  Battle of Yorktown  Treaty of Paris of 1783 | **25 days (5 weeks)**  **Quarter 1, Week 8-**  **Quarter 2, Week 2** |

**8th Grade Social Studies**

**Pacing Guide**

**2nd Quarter**

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit** | **Key Vocabulary** | **Approximate Time Frame** |
| **4. Confederation to Constitution**  ***Creating America: Beginnings Through Reconstruction* – Chapter 8 & Constitution Unit** | **History 8:** Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.  **Geography 19**: Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.  **Geography 20**: Active participation in social and civic groups can lead to the attainment of individual and public goals.  **Government 22**: The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of power, and checks and balances.  **Government 23:** The U.S. Constitution protects citizens’ rights by limiting the powers of government. | I can explain why the U.S. had to create an outline for government.  I can explain why the Articles of Confederation did not work.  I can describe one element of the new Constitution.  I can identify the three branches of government.  I can explain the job of each branch of government.  I can describe the outcome of the debate over slavery and the Constitution.  I can explain the different opinions of the Federalists and Anti-Federalists.  I can describe the importance of the Bill of Rights. | Constitution  Republic  Articles of Confederation  Ratify  Sovereign  Federal  Ordinance  Land Ordinance of 1785  Northwest Ordinance of 1787  Shays’s Rebellion  Delegates  Framers  Federalism  Representative democracy  Separation of powers  Checks and balances  Legislative Branch  Executive Branch  Judicial Branch  Congress  President  Supreme Court  Three-Fifths Compromise  Amendment  Bill of Rights  Amendment  Ratify | **25 days (5 weeks)**  **Quarter 2, Week 4-**  **Quarter 2, Week 8** |

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit** | **Key Vocabulary** | **Approximate Time Frame** |
| **5. A New Republic**  ***Creating America: Beginnings Through Reconstruction* – Chapters 9 & 10** | **History 9:** Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.  **History 10**: The United States added to its territory through treaties and purchases.  **Government 21:** Informed citizens understand how media and communication technology influence public opinion.  **Economics 26:** Governments can impact markets by means of spending, regulations, taxes and trade barriers. | I can describe how Washington and his Congress began to set up the new government.  I can compare the government today to the government established under Washington.  I can explain how Washington established central authority at home and avoided war with European powers.  I can explain how Washington set a precedent for future presidents.  I can explain how disagreements over policies led to the creation of political parties.  I can explain why Jefferson replaced Federalist programs.  I can explain how the Louisiana Purchase changed the size of the United States.  I can analyze the reasons why Jefferson was reluctant to purchase the Louisiana Territory.  I can explain how Jefferson tried to avoid involvement in the problems of other nations.  I can describe the impact of the Embargo Act on the United States.  I can identify the three main causes of the War of 1812.  I can identify the three effects of the War of 1812 on the United States. | Inaugurate  Federal Judiciary Act  Cabinet  Tariff  Whiskey Rebellion  French Revolution  Neutral  Foreign policy  Domestic policy  Political party  Alien and Sedition Acts  States’ rights  Radical  *Marbury* v. *Madison*  Unconstitutional  Judicial review  Louisiana Purchase  Lewis & Clark Expedition  Impressment  Embargo Act of 1807  Tecumseh  War Hawk  War of 1812  Francis Scott Key  Treaty of Ghent | **15 days (3 weeks)**  **Quarter 2, Week 9-**  **Quarter 3, Week 2** |

**8th Grade Social Studies**

**Pacing Guide**

**3rd Quarter**

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit** | **Key Vocabulary** | **Approximate Time Frame** |
| **6. National and Regional Growth**  ***Creating America: Beginnings Through Reconstruction* – Chapters 11 & 12** | **History 11:** Westward expansion contributed to economic and individual development, debates over sectional issues, war with Mexico and the displacement of American Indians.  **History 12**: 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.  **Economics 24**: Choices made by individuals, businesses, and governments have both present and future consequences.  **Economics 25:** The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use the new power resources, the advent of interchangeable parts and the shift from craftwork to factory work. | I can analyze the change in production during the Industrial Revolution.  I can describe how the invention of the cotton gin caused slavery to spread in the South.  I can explain how patriotic pride united the country after the War of 1812.  I can describe how the debate over slavery and states’ rights divided the northern and southern regions.  I can identify three issues Andrew Jackson faced during his presidency.  I can analyze the profound impact of the Indian Removal Act on Native Americans in the United States.  I can explain why the southern states wanted to break away from the union over the issue of tariffs.  I can explain how Jackson’s economic policies caused the economy to collapse after he left office. | Industrial Revolution  Factory system  Interchangeable parts  Robert Fulton  Samuel F. B. Morse  Eli Whitney  Cotton gin  Nationalism  Sectionalism  Missouri Compromise  Monroe Doctrine  Jacksonian Democracy  Indian Removal Act  Indian Territory  Trail of Tears  Tariff of Abominations  Doctrine of nullification  Secession  Inflation  Depression | **15 days (3 weeks)**  **Quarter 3, Week 3 –**  **Quarter 3, Week 5** |

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit** | **Key Vocabulary** | **Approximate Time Frame** |
| **7. Manifest Destiny & A New Spirit of Change**  ***Creating America: Beginnings Through Reconstruction* – Chapters 13 & 14** | **History 11:** Westward expansion contributed to economic and individual development, debates over sectional issues, war with Mexico and the displacement of American Indians.  **Geography 15:** Modern and historical maps and other geographic tools are used to analyze how historic events are shaped by geography.  **Geography 16:** The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.  **Geography 17**: 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.  **Geography 18**: Cultural biases, stereotypes and prejudices had social, political, and economic consequences for minority groups and the population as a whole.  **Geography 19**: Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.  **Government 20:** Active participation in social and civic groups can lead to the attainment of individual and public goals.  **Government 21**: Informed citizens understand how media and communication technology influence public opinion. | I can explain why settlers followed trail west.  I can identify two reasons why Texans wanted independence from Mexico.  I can explain why it took Texas so long to become a state.  I can explain the significance of the Treaty of Guadalupe Hidalgo.  I can identify the land acquired by the Treaty of Guadalupe Hidalgo on a map.  I can explain why California became a state so quickly.  I can identify three reasons why immigrants moved to the United States in the mid-1800s.  I can explain how historical events influenced authors and artists in the United States.  I can explain the importance of the Temperance Movement.  I can explain the importance of the labor movement and its importance today.  I can explain the abolitionist movement.  I can analyze the historical significance of the abolitionist movement.  I can make connections between the abolitionist movement and events in today’s society.  I can explain the importance of the suffrage movement.  I can make connections between the suffrage movement and events in today’s society. | Mountain men  Land speculator  Santa Fe Trail  Oregon Trail  Mormon Trail  Battle of the Alamo  Lone Star Republic  Manifest destiny  Treaty of Guadalupe Hidalgo  Mexico Cession  Fourty-niner  California Gold Rush  Emigrant  Immigrant steerage  Famine  Prejudice  Nativist  Civil disobedience  Temperance movement  Labor union  Strike  Abolition  Abolitionist  Frederick Douglass  Sojourner Truth  Underground Railroad  Harriet Tubman  Elizabeth Cady Stanton  Seneca Falls Convention  Suffrage | **15 days (3 weeks)**  **Quarter 3, Week 6 – Quarter 3, Week 8** |

**8th Grade Social Studies**

**Pacing Guide**

**4th Quarter**

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| **Content/Unit** | **Standard/Content Statement(s)** | **Basic Learning Targets for the Unit** | **Key Vocabulary** | **Approximate Time Frame** |
| **8. Civil War & Reconstruction**  ***Creating America: Beginnings Through Reconstruction* – Chapters 15-18** | **History 11:** Westward expansion contributed to economic and individual development, debates over sectional issues, war with Mexico and the displacement of American Indians.  **History 12**: 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.  **History 13:** Key events and significant figures in American history influenced the course and outcome of the Civil War.  **History 14:** The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.  **Geography 18:** Cultural biases, stereotypes and prejudices had social, political, and economic consequences for minority groups and the population as a whole.  **Geography 19**: Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.  **Government 20:** Active participation in social and civic groups can lead to the attainment of individual and public goals.  **Government 21**: Informed citizens understand how media and communication technology influence public opinion.  **Government 23:** The U.S. Constitution protects citizens’ rights by limiting the powers of government.  **Economics 24**: Choices made by individuals, businesses, and governments have both present and future consequences. | I can explain how disagreements between the North and South over slavery led to political conflict.  I can explain how turmoil over slavery led to acts of violence.  I can describe how disagreements over slavery led to the formation of the Republican Party.  I can explain how the election of Lincoln led to the Southern states to secede from the Union.  I can explain how the secession of the Southern states led to conflict between the North and South.  I can describe three hardships endured by those serving in the Northern and Southern armies during the Civil War.  I can explain the historical significance of the Emancipation Proclamation.  I can identify the social changes in the North and South during the Civil War.  I can identify the economic changes in the North and South during the Civil War.  I can identify the political changes I the North and South during the Civil War.  I can describe the outcome of the Civil War.  I can predict how life would have been different had there been a different ending to the Civil War.  I can identify new changes brought to the United States after the Civil War.  I can explain how the 13th Amendment forever changed United States.  I can explain the purpose for Reconstruction.  I can explain how the 14th Amendment forever changed the United States.  I can explain how newly freed African Americans worked to improve their lives.  I can describe the impact of the Ku Klux Klan on racial tensions in the United States in the past and present.  I can explain how the 15th Amendment forever changed the United States. | Compromise of 1850  Harriet Beecher Stowe  *Uncle Tom’s Cabin*  Fugitive Slave Act  Popular sovereignty  Kansas-Nebraska Act  Republican Party  *Dred Scott* v. *Sanford*  Abraham Lincoln  Platform  Secede  Confederate States of America  Jefferson Davis  Fort Sumter  Robert E. Lee  Border state  King Cotton  Anaconda Plan  Blockade  Hygiene  Rifle  Minie ball  Ironclad  Ulysses S. Grant  Cavalry  Battle of Antietam  Emancipation Proclamation  Copperhead  Conscription  Bounty  Income tax  Clara Barton  Battle of Gettysburg  Pickett’s Charge  William Tecumseh Sherman  Appomattox Court House  13th Amendment  John Wilkes Booth  Radical Republican  Reconstruction  Freedman’s Bureau  Black codes  Civil rights  14th Amendment  Freedman’s school  Sharecropping  Ku Klux Klan  Lynch  15th Amendment | **35 (7 weeks)**  **Quarter 4, Week 1 –**  **Quarter 4, Week 7** |