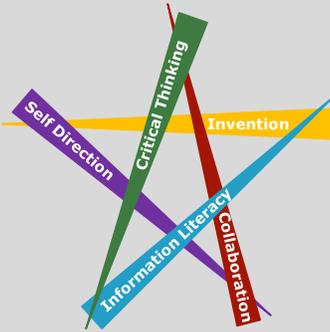


**Curriculum Development Course at a Glance
Planning For 8th Grade Social Studies**

| | | | |
|--------------------------------|---|---------------------|-----------------------|
| Content Area | Social Studies | Grade Level | 8 th Grade |
| Course Name/Course Code | 8 th Grade Social Studies | | |
| Standard | Grade Level Expectations (GLE) | GLE Code | |
| 1. History | 1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives | SS09-GR.8-S.1-GLE.1 | |
| | 2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another | SS09-GR.8-S.1-GLE.2 | |
| 2. Geography | 1. Use geographic tools to analyze patterns in human and physical systems | SS09-GR.8-S.2-GLE.1 | |
| | 2. Conflict and cooperation occur over space and resources | SS09-GR.8-S.2-GLE.1 | |
| 3. Economics | 1. Economic freedom, including free trade, is important for economic growth | SS09-GR.8-S.3-GLE.1 | |
| | 2. Manage personal credit and debt (PFL) | SS09-GR.8-S.3-GLE.2 | |
| 4. Civics | 1. Analyze elements of continuity and change in the United States government and the role of citizens over time | SS09-GR.8-S.4-GLE.1 | |
| | 2. The place of law in a constitutional system | SS09-GR.8-S.4-GLE.2 | |

Colorado 21st Century Skills



Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

**Reading & Writing Standards for Literacy
in History/Social Studies 6 - 12**

Reading Standards

- Key Ideas & Details
- Craft And Structure
- Integration of Knowledge and Ideas
- Range of Reading and Levels of Text Complexity

Writing Standards

- Text Types & Purposes
- Production and Distribution of Writing
- Research to Construct and Present Knowledge
- Range of Writing

| Unit Titles | Length of Unit/Contact Hours | Unit Number/Sequence |
|---------------------------------|-------------------------------------|-----------------------------|
| From Subject to Citizen | 6-9 weeks | 1 |
| Finding Our Voice | 6-9 weeks | 2 |
| Growing Pains | 6-9 weeks | 3 |
| Reality Check-Unresolved Issues | 6-9 weeks | 4 |

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

| | | | | |
|---|--|--|--|--|
| Unit Title | From Subject to Citizen | | Length of Unit | 6-9 weeks |
| Focusing Lens(es) | Power | Standards and Grade Level Expectations Addressed in this Unit | SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2 | SS09-GR.8-S.3-GLE.1 SS09-GR.8-S.3-GLE.2 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2 |
| CCSS Reading Standards for Literacy in History/Social Studies 6-8 | CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.6, CCSS.RH.6-8.8 | | CCSS Writing Standards for Literacy in History/Social Studies 6-8 | CCSS.WHST.6-8.1, CCSS.WHST.6-8.4 |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • What circumstances encourage people to challenge power and authority? (SS09-GR.8-S.1-GLE.2) • How are our contemporary ideas of citizenship inspired by the Declaration of Independence? • Why do governments use trade and exchange to control its citizenry? • What would the United States be like if England had won the American Revolution? | | | |
| Unit Strands | History, Geography, Economics, Civics | | | |
| Concepts | Primary and secondary sources, mercantilism, cause and effect, conflict, trade, debt, perspective, oppression, taxation, representation, rebellion, region, stability, economic independence, colonize(d), democracy, mercantilism, revolution, monarchy, self-determination, civil liberties | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|---|---|
| | Factual | Conceptual |
| Increasingly oppressive forms of governance determine individual and/or group rights, roles, and responsibilities which may lead to rebellion (SS09-GR.8-S.1-GLE.2-EO.b,e,f) and (SS09-GR.8-S.4-GLE.1-EO.a,c; IQ.3) | How did taxation without representation lead to the colonial struggle for independence? | How do laws reflect beliefs about authority? (SS09-GR.8-S.4-GLE.2-EO.a,b) What circumstances have led to revolutions? How have some justified civil disobedience? |
| Colonized subjects' efforts to increase self-determination often lead ruling powers toward increasingly oppressive policies and forms of governance (SS09-GR.8-S.1-GLE.2-EO.a,e) and (SS09-GR.8-S.4-GLE.1-EO.a,d) | How did British colonists react to the enforcement of England's policies? (SS09-GR.8-S.4-GLE.1-EO.a) What role did England's debt from the French and Indian War play in taxing the colonists? (SS09-GR.8-S.3-GLE.2-EO.a)* | How can a governmental policy be seen as oppressive by some and not by others? (SS09-GR.8-S.1-GLE.2-EO.a) |
| The strength and stability of a nation depends on the establishment and maintenance of economic independence, cultural traditions, and social institutions (SS09-GR.8-S.2-GLE.1-EO.a; IQ.1) and (SS09-GR.8-S.3-GLE.1-EO.a,d; IQ.2) | From the American Revolution through Reconstruction, what traditions and institutions created stability in the United States? Which led to instability? | How have differing perspectives regarding resource and land use led to cooperative policies or conflicts? (SS09-GR.8-S.1-GLE.1-EO.a) and (SS09-GR.8-S.2-GLE.1-EO.a; IQ.1) |

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

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| The struggle to extend civil liberties often destabilizes economic, cultural, and social traditions/institutions leading to conflict and even war (SSO9-GR.8-S.4-GLE.1-EO.a,b,f) | How did the 13 th Amendment protect civil liberties? Why didn't the 13 th Amendment resolve conflicts over civil liberties in the US? | How can the tension between societal needs and individual liberties be addressed? |
|--|---|---|

| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
|---|---|
| <ul style="list-style-type: none"> The ideas that are critical to understanding representative democracy, monarchy, and federalism (SSO9-GR.8-S.1-GLE.2-EO.f) The patterns and networks of economic interdependence in colonial America (SSO9-GR.8-S.2-GLE.1-EO.c) How the establishment of human settlement patterns is determined by the physical attributes of the land (SSO9-GR.8-S.2-GLE.1-EO.d; IQ.1,2) The Northern colonies had a comparative advantage (textiles) and the Southern colonies had an absolute advantage (tobacco) (SSO9-GR.8-S.3-GLE.1-EO.b) England's restrictive policies regarding trade, quotas, and tariffs as a way to control the colonies (SSO9-GR.8-S.3-GLE.1-EO.d) The origins, outcomes, and significance of the American Revolution and the War of 1812 (SSO9-GR.8-S.1-GLE.2-EO.e) | <ul style="list-style-type: none"> Evaluate to what degree economic policies are driven by political events Determine the central ideas of a primary/secondary source (SSO9-GR.8- S.1-GLE.1-EO.a) Provide an accurate summary of a primary/secondary source, distinct from prior knowledge or opinions using evidence from the text (SSO9-GR.8- S.1-GLE.1-EO.d) Recognize how regional perspectives effect cooperation and conflict (SSO9-GR.8- S.2-GLE.2-IQ.3) Write an argument to support a claim that organizes reasons and evidence logically (SSO9-GR.8- S.1-GLE.1-EO.a) Critique propaganda as a tool of influence (SSO9-GR.8- S.1-GLE.1-EO.c) Analyze, compare, and describe the components of credit and credit history (SSO9-GR.8- S.3-GLE.2-EO.b,c,d) |

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| Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>"Mark Twain exposes the hypocrisy of slavery through the use of satire."</i> | |
| A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s): | <i>The causes and effects of taxation without representation led to a shift of power that established a different interpretation of citizenship.</i> |
| Academic Vocabulary: | Cause and effect, multiple perspectives, inquiry |
| Technical Vocabulary: | Democracy, mercantilism, revolution, quota, tariff, economic interdependence, comparative and absolute advantage, monarchy, self-determination, civil liberties, primary and secondary sources, trade, debt, oppression, taxation, representation, rebellion, region, stability, economic independence, colonize(d) |

* Denotes connection to Personal Financial Literacy (PFL)

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

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|---|--|---|--|-----------|
| Unit Title | Finding Our Voice | | Length of Unit | 6-9 weeks |
| Focusing Lens(es) | Identity | Standards and Grade Level Expectations Addressed in this Unit | SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2 | |
| CCSS Reading Standards for Literacy in History/Social Studies 6-8 | CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.3, CCSS.RH.6-8.4, CCSS.RH.6-8.8 | CCSS Writing Standards for Literacy in History/Social Studies 6-8 | CCSS.WHST.6-8.1, CCSS.WHST.6-8.4 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • Which is more important for an enduring nation: individual rights or the common good? (SS09-GR.8-S.4-GLE.2-EO.g) • How has the United States balanced individual rights and the common good? | | | |
| Unit Strands | History, Civics | | | |
| Concepts | Freedom, rule of law, rights, responsibility, common good, ideals, identity, self-determination, compromise, systems, democracy, power, beliefs, federalism, natural rights, republicanism, the Federalists, individual rights, citizens, citizenship, democracy | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|--|---|--|
| | Factual | Conceptual |
| The establishment of and beliefs about the common good, and an individual's rights, roles, and responsibilities, influences the development of a national identity (SS09-GR.8-S.4-GLE.1-EO.a,b) and (SS09-GR.8-S.4-GLE.2-EO.g) | How have the basic values and principles of American democracy changed over time and in what ways have they been preserved? | What sustains a national identity? |
| Ongoing tensions and struggles between individual rights and the common good can redefine a nation's identity (SS09-GR.8-S.4-GLE.1-EO.b,e) and (SS09-GR.8-S.4-GLE.2-EO.e; IQ.1) | How did the Founding Fathers compromise on the democratic principles of individual rights and the common good? How has the common good changed over time? | When do the rights of the individual trump the common good and vice-versa? What is the proper balance between the rights and responsibilities of the citizen and the common good? |
| The principles, institutions, and systems of a government reflect beliefs about power and authority (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.d) | How does the Constitution reflect the beliefs of the Framers in regards to power and authority of the national government? In what ways does the structure of the U.S. government divide power? How does the Constitution establish the power and authority by/for the citizens of the United States? | How does a government reflect beliefs about power and authority? |

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

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| <p>The struggle between individual rights, states' rights, and the powers of the federal government provides a constant tension in national political culture (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.d,e)</p> | <p>How did the arguments of the Federalists reflect their beliefs about natural rights and republicanism? (SS09-GR.8-S.4-GLE.1-EO.c,e)</p> <p>How is the common good preserved in the Constitution?</p> <p>How does judicial review act as a "check" on Congressional powers? (SS09-GR.8-S.4-GLE.2-EO.f)</p> | <p>How should nations balance individual rights, states' rights and federal authority?</p> |
| <p>Maintenance of the common good oftentimes requires a balance of individual freedoms and public demands (SS09-GR.8-S.4-GLE.1-EO.e) and (SS09-GR.8-S.4-GLE.2-EO.g; IQ.1)</p> | <p>What individual freedoms were established by the Bill of Rights?</p> <p>How did the Bill of Rights reflect a compromise by the Founding Fathers?</p> | <p>Under what circumstances may individual rights be compromised?</p> |

| <p>Critical Content: My students will Know...</p> | <p>Key Skills: My students will be able to (Do)...</p> |
|---|---|
| <ul style="list-style-type: none"> • The conflicts and compromises of the Federal Convention of 1787 (SS09-GR.8-S.1-GLE.2-EO.a,b) • The origins, purpose, and roles and responsibilities of the three branches of government (SS09-GR.8-S.1-GLE.2-EO.f) and (SS09-GR.8-S.4-GLE.2-EO.d) • The separation of powers is evident in the Constitution through the limits to federal power and the powers given to the states (SS09-GR.8-S.4-GLE.1-EO.e) • Judicial review is reflected in the United States in the form of a constitutional government (SS09-GR.8-S.4-GLE.2-EO.f) • The origins of and rights listed in the Bill of Rights (SS09-GR.8-S.4-GLE.1-EO.e) • Federalism as a key idea underpinning the national government (SS09-GR.8-S.1-GLE.2-EO.f) • Representative government a key idea underpinning the United States government (SS09-GR.8-S.1-GLE.2-EO.f) • The failures and significance of the Articles of Confederation (SS09-GR.8-S.1-GLE.2-EO.f) • Each branch of government retains checks and balances over the others (SS09-GR.8-S.4-GLE.2-EO.d) • The strengths and weaknesses of the rule of law (SS09-GR.8-S.4-GLE.2-EO.b) • The United States government gives the power to tax and issue tariffs to Congress (SS09-GR.8-S.2-GLE.2-EO.d) | <ul style="list-style-type: none"> • Analyze primary sources for point of view, bias, audience, etc (e.g. Federalist Papers, Constitution) (SS09-GR.8-S.1-GLE.1-EO.c) • Analyze the role, rights, and responsibilities of a citizen as identified in the Constitution and Bill of Rights • Evaluate the perspectives of different political parties and why they were created (SS09-GR.8-S.1-GLE.1-EO.b) • Construct a historical argument about national versus states rights (SS09-GR.8-S.1-GLE.1-EO.d) |

Curriculum Development Overview
Unit Planning for 8th Grade Social Studies

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|---|---|
| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>As a democratic system of government emerges, laws are created to promote self-determination.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Responsibility, law, evaluate, analyze, precedent, power, compromise</p> |
| <p>Technical Vocabulary:</p> | <p>Judicial review, self-determination, national identity, federalism, political parties, democracy, Bill of Rights, states’ rights, constitutionalism, common good, separation of powers, freedom, rule of law, natural rights, republicanism, the Federalists, individual rights, citizens, citizenship, ideals, identity, rights, responsibility</p> |

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

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|---|---|---|---|-----------|
| Unit Title | Growing Pains | | Length of Unit | 6-9 weeks |
| Focusing Lens(es) | Movement | Standards and Grade Level Expectations Addressed in this Unit | SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2 SS09-GR.8-S.3-GLE.1 | |
| CCSS Reading Standards for Literacy in History/Social Studies 6-8 | CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.8 | CCSS Writing Standards for Literacy in History/Social Studies 6-8 | CCSS.WHST.6-8.2, CCSS.WHST.6-8.4, CCSS.WHST.6-8.6, CCSS.WHST.6-8.9 | |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> • How did the westward movement of people and resources exacerbate the growing pains of our nation? • How would human settlement patterns be different if people did not trade? (SS09-GR.8-S.2-GLE.1-EO.d; IQ.4) • What are the benefits and challenges of trade at the international, national, state levels? (SS09-GR.8-S.3-GLE.1-IQ.3) | | | |
| Unit Strands | History, Geography, Economics | | | |
| Concepts | Conflict, cooperation, trade, settlement, interdependence, policy, expansion, region(al), resources, perspectives, diffusion, ideals, movement, allocation, sectionalism, economic interdependence, commerce, spatial distribution, abolition, scarcity | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|---|---|--|
| | Factual | Conceptual |
| Expansion and human settlement can lead to conflict and/or cooperation over the allocation and use of scarce resources (SS09-GR.8-S.2-GLE.1-EO.d) and (SS09-GR.8-S.2-GLE.2-EO.a) and (SS09-GR.8-S.3-GLE.1-EO.a) | Why did the idea of Manifest Destiny lead to conflict? How did the beliefs about resource ownership and usage shape the idea of Manifest Destiny? | Under what circumstances do demographic shifts disrupt traditional or prevailing beliefs about human and environmental interactions? |
| Successful settlement of varying regions necessitates interdependence and trade (SS09-GR.8-S.2-GLE.1-EO.c) and (SS09-GR.8-S.2-GLE.2-EO.a) | How did transportation systems such as canals and railroads simultaneously connect regions and increase tensions? How did a lack of interdependence among regions lead to sectionalism in the United States? | How do human settlement patterns encourage interdependence among regions? |
| The movement of people and ideas influences cultural diffusion by both enriching a culture and increasing social tensions (SS09-GR.8-S.1-GLE.2-EO.f) and (SS09-GR.8-S.2-GLE.2-EO.c) | What ideals were shared by the women’s movement and the abolition movement? How did tensions over slavery increase conflict across the country? | Why do some ideas move between cultures and others are bound in time and place? |

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

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| Differing perspectives on movement into land occupied by native peoples can lead to conflicts and consequences regarding who has the legitimacy to make policy decisions about land ownership/usage (SS09-GR.8-S.1-GLE.1-EO.a,b; IQ.5) and (SS09-GR.8-S.2-GLE.2-EO.c) | How did different groups of people view the benefits and drawbacks of human settlement in the west? | How have differing perspectives regarding resource and land ownership/usage led to conflict and/or compromise? (SS09-GR.8-S.2-GLE.2-EO.a; IQ.3) |
|---|---|---|

| Critical Content: My students will Know ... | Key Skills: My students will be able to (Do) ... |
|---|--|
| <ul style="list-style-type: none"> Rationale and patterns of settlement in the West (SS09-GR.8-S.2-GLE.1-EO.d; IQ.1) and (SS09-GR.8-S.2-GLE.2-IQ.4) Westward exploration and settlement was motivated by a variety of factors Examples of conflict and compromise (e.g., Louisiana Purchase, Mexican War, Trail of Tears, compromises over slavery, Oregon Territory, Gadsden Purchase, annexation of Texas) (SS09-GR.8-S.1-GLE.2-EO.a) and (SS09-GR.8-S.2-GLE.2-EO.a) Interdependency of regions based on development of trade and transportation (domestic and international) (SS09-GR.8-S.2-GLE.1-EO.c) Lack of interdependency among the northern, southern, and western regions of the United States led to sectionalism (SS09-GR.8-S.2-GLE.2-EO.a) Regional, national, and global trade and transportation systems fostered growing economic interdependence which made traditional commerce obsolete (SS09-GR.8-S.2-GLE.1-EO.c) | <ul style="list-style-type: none"> Interpret geographic perspectives on settlement in the West Describe the nature and spatial distribution of cultural patterns Analyze ideas that are critical to reform movements (SS09-GR.8-S.1-GLE.2-EO.f) Calculate and analyze population trends during westward expansion (SS09-GR.8-S.2-GLE.1-EO.e) Analyze evidence from multiple sources, including conflicting accounts, of the benefits and drawbacks of westward expansion (SS09-GR.8-S.1-GLE.1-EO.b) |

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|--|--|
| Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i> | |
| A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s): | <i>The movement of people and diffusion of ideas led to the establishment of regional identities.</i> |
| Academic Vocabulary: | Trends, distribution, patterns, connections, expansion, policy, cooperation, conflict, settlement, interdependence, resources, perspectives, region(al) |
| Technical Vocabulary: | Domestic, international, abolition, temperance, suffrage, reform movement, Manifest Destiny, cultural diffusion, allocation, scarce resources, sectionalism, patterns of settlement, Louisiana Purchase, Mexican War, Trail of Tears, Oregon Territory, Gadsden Purchase, annexation of Texas, economic interdependence, commerce, spatial distribution, abolition |

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

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|---|--|--|--|--|
| Unit Title | Reality Check-Unresolved Issues | | Length of Unit | 6-9 weeks |
| Focusing Lens(es) | Transformation | Standards and Grade Level Expectations Addressed in this Unit | SS09-GR.8-S.1-GLE.1 SS09-GR.8-S.1-GLE.2 SS09-GR.8-S.2-GLE.1 SS09-GR.8-S.2-GLE.2 | SS09-GR.8-S.3-GLE.1 SS09-GR.8-S.4-GLE.1 SS09-GR.8-S.4-GLE.2 |
| CCSS Reading Standards for Literacy in History/Social Studies 6-8 | CCSS.RH.6-8.1, CCSS.RH.6-8.2, CCSS.RH.6-8.4, CCSS.RH.6-8.5, CCSS.RH.6-8.8, CCSS.RH.6-8.9 | | CCSS Writing Standards for Literacy in History/Social Studies 6-8 | CCSS.WHST.6-8.2, CCSS.WHST.6-8.5, CCSS.WHST.6-8.7, CCSS.WHST.6-8.8 |
| Inquiry Questions (Engaging-Debatable): | <ul style="list-style-type: none"> To what extent was the Civil War an extension of the American Revolution? How do groups of people demand equal opportunity and freedom? How have various people throughout U.S. History promoted change in the face of oppression? Is the struggle for personal rights ever over? | | | |
| Unit Strands | History, Economics, Geography, Civics | | | |
| Concepts | Perspective, human rights, trade, oppression, abolition, sectionalism, federalism, state's rights, human rights | | | |

| Generalizations My students will Understand that... | Guiding Questions | |
|---|---|--|
| | Factual | Conceptual |
| Different perspectives that challenge prevailing traditions can create conflict and bring about societal change (SS09-GR.8-S.2-GLE.2-EO.a; IQ.3) and (SS09-GR.8-S.1-GLE.2-EO.a,b) | What examples of dominant/prevaling cultural, social, and economic traditions characterized life in antebellum North and South, and the West? Which differing perspectives created conflict among the North, the South, and the West? | How are traditions reflective of beliefs and ideals? |
| Civil wars typically disrupt the patterns and networks of economic interdependence both intra-nationally and internationally (SS09-GR.8-S.2-GLE.1-EO.c,d) and (SS09-GR.8-S.2-GLE.2-EO.a) and (SS09-GR.8-S.3-GLE.1-EO.c) | How did the geography of the North and South effect the economic development of both societies? (SS09-GR.8-S.2-GLE.2-EO.b) How did the geography and economic development of both the North and South lead to social oppression in the South? How was the Union able to prevent the Confederacy from obtaining the aid of the British during the Civil War? | How does geography impact the economic prosperity and social values of a region? |

**Curriculum Development Overview
Unit Planning for 8th Grade Social Studies**

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| <p>People’s geographic location can influence their perspective on economic, social, and cultural issues (SS09-GR.8-S.1-GLE.2-EO.c) and (SS09-GR.8-S.2-GLE.2-EO.a)</p> | <p>Which individuals and events challenged the status quo in the North and South, and toward what end? How did a person’s geographic location influence their perspective on slavery and abolition? (SS09-GR.8-S.1-GLE.2-EO.f) How did the concept of popular sovereignty influence people’s perspective on federal territorial lands in the mid-1800’s? (SS09-GR.8-S.1-GLE.2-EO.f)</p> | <p>How do sectionalism and regionalism impact perspective?</p> |
| <p>Constitutional challenges and/or changes arise as a result of differing definitions of human rights (SS09-GR.8-S.4-GLE.1-EO.a) and (SS09-GR.8-S.4-GLE.2-EO.d; IQ.2)</p> | <p>What changes were made to the U.S. Constitution in the 19th century that reflected the changing views of “human property” and human rights?</p> | <p>How do continuity and change maintain a free and democratic society as reflected in governmental policy? (SS09-GR.8-S.4-GLE.1-EO.d; RA.1)</p> |

| <p>Critical Content: My students will Know...</p> | <p>Key Skills: My students will be able to (Do)...</p> |
|---|---|
| <ul style="list-style-type: none"> • Tariffs and trade restrictions impacted regions within the United States differently (SS09-GR.8-S.3-GLE.1-EO.c) • The origins and effects of political compromises such as the Missouri Compromise, 3/5 Compromise, Dred Scott decision, and the Kansas-Nebraska Act (SS09-GR.8-S.1-GLE.2-EO.b) • The various geographic perspectives that led to sectionalism (SS09-GR.8-S.2-GLE.1-EO.a) • The enduring policies of Reconstruction which led to Constitutional changes such as the 13th, 14th and 15th Amendments (SS09-GR.8-S.1-GLE.2-EO.a,f) • The origins, outcomes, and significance of the Civil War (SS09-GR.8-S.1-GLE.2-EO.a) • The significance of the economics of slavery in precipitating the Civil War | <ul style="list-style-type: none"> • Interpret maps and geographic tools (SS09-GR.8-S.2-GLE.1-EO.a) • Use and interpret documents from multiple perspectives (SS09-GR.8-S.1-GLE.1-EO.a) • Compare different geographic perspectives (SS09-GR.8-S.2-GLE.1-EO.b) • Evaluate the rights of different groups of people (SS09-GR.8-S.1-GLE.2-EO.d) • Explain the cause and effect of the role of economic resources on political decisions (SS09-GR.8-S.3-GLE.1-EO.d) • Evaluate people, events, and ideas through historical context to gain insight into continuity and change over time |

Curriculum Development Overview
Unit Planning for 8th Grade Social Studies

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| <p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p> | |
| <p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p> | <p><i>Popular sovereignty led to debate over federal versus states’ rights and eventually the South’s secession from the Union.</i></p> |
| <p>Academic Vocabulary:</p> | <p>Perspectives, conflict, preservation, rights, sources, analyze, interpret, trade</p> |
| <p>Technical Vocabulary:</p> | <p>Popular sovereignty, abolition, Confederate, Confederacy, Reconstruction, Union, slavery, sectionalism, secede, federalism, state’s rights, amendment, Constitution, Radical Republican, human rights, oppression, antebellum North and South, the 13th, 14th and 15th Amendments, intra-national, regionalism, trade</p> |