

8th grade Social Studies



Prioritized Standards and Instructional Units 2021-202

Unit 1: Colonization

Length	5 Weeks	Possible Compelling Questions: How does colonization impact the native culture of an area? What are the unintended consequences of progress?
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Standards	Priority or Supporting
Questioning: 8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877. 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877. 8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	
8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.	<u>Priority Standard</u>
8.G.MM.1 Interpret how political, environmental, social, and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.	<u>Priority Standard</u>
8.G.GR.1 Use maps and other geographic representations, geospatial technologies and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.	<u>Priority Standard</u>
8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities	Supporting Standard

<p>produced in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	
<p>8.H.CH.1 Explain the role changing political, social, and economic perspectives had on the lives of diverse groups of people in the Colonial Era.</p>	<p>Supporting Standard</p>
<p>8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during the Colonial Era through Reconstruction from 1600-1877.</p>	<p>Supporting Standard</p>
<p>Using Evidence: 8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions. 8.I.U.E.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions. 8.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions</p>	
<p>Communicating Conclusions: 8.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States. 8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States. 8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States. 8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues. 8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>	

Unit 2: Revolutionary Period

Length	6 Weeks	Possible Compelling Questions: What are the factors that create an imbalance of power within a culture?
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Standards	Priority or Supporting
<p>Questioning:</p> <p>8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.</p> <p>8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.</p> <p>8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>	
<p>8.H.CO.1 Explain how colonial resistance to British control led the Revolutionary War.</p>	<p><u>Priority Standard</u></p>
<p>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	<p><u>Priority Standard</u></p>
<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p>	<p><u>Priority Standard</u></p>
<p>8.H.KH.1 Articulate Kentucky's role in early American history from the earliest colonial settlement to 1877.</p>	<p>Supporting Standard</p>
<p>8.E.MA.4</p>	<p>Supporting Standard</p>

Analyze how property rights are defined, protected, enforced and limited by government.	
8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.	Supporting Standard
8.H.CH.1 Explain the role changing political, social, and economic perspectives had on the lives of diverse groups of people in the Colonial Era.	Supporting Standard
<p>Using Evidence:</p> <p>8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> <p>8.I.U.E.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.</p> <p>8.I.U.E.3 Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions</p>	
<p>Communicating Conclusions:</p> <p>8.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.</p> <p>8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.</p> <p>8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.</p> <p>8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.</p> <p>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>	

Unit 3: Constitution and Civics

Length	7 Weeks	Possible Compelling Questions: What are the factors that influence the rights people have?
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Standards	Priority or Supporting
<p>Questioning:</p> <p>8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.</p> <p>8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.</p> <p>8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>	
<p>8.C.CP.2 Explain the origins, functions, and structure of government, with reference to the Declaration of Independence, the Articles of Confederation, U.S. Constitution, Bill of Rights, and other founding documents, and their impacts on citizens.</p>	<u>Priority Standard</u>
<p>8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers, and checks and balances</p>	<u>Priority Standard</u>
<p>8.C.PR.1 Explain the relationship between federalism and local, state, and national governments.</p>	Supporting Standard
<p>8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.</p>	Supporting Standard
<p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in</p>	Supporting Standard

the United States from the Colonial Era to Reconstruction from 1600-1877.	
<p>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	Supporting Standard
<p>8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.</p>	Supporting Standard
<p>Using Evidence: 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions. 8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions. 8.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions</p>	
<p>Communicating Conclusions: 8.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States. 8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States. 8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States. 8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues. 8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>	

Unit 4: Early Republic

Length	5 Weeks	Possible Compelling Questions: How is power distributed and what is its impact?
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Standards	Priority or Supporting
<p>Questioning:</p> <p>8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.</p> <p>8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.</p> <p>8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>	
<p>8.H.CE.1 Analyze how the political, geographic, social, and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p>	<p><u>Priority Standard</u></p>
<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p>	<p><u>Priority Standard</u></p>
<p>8.C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions, and Supreme Court Cases between 1789-1877.</p>	<p><u>Priority Standard</u></p>
<p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p>	<p>Supporting Standard</p>
<p>8.E.MA.3 Analyze Kentucky's role in the early nation through Reconstruction based on its</p>	<p>Supporting Standard</p>

physical geography and location.	
<p>8.G.KGE.1 Analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.</p>	Supporting Standard
<p>Using Evidence: 8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions. 8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions. 8.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions</p>	
<p>Communicating Conclusions: 8.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States. 8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States. 8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States. 8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues. 8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>	

Unit 5: Westward Expansion

Length	5 Weeks	Possible Compelling Questions: How are prejudice and bias created?
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Standards	Priority or Supporting
<p>Questioning:</p> <p>8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.</p> <p>8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.</p> <p>8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>	
<p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War, and Reconstruction on the diverse populations of the United States.</p>	Priority Standard
<p>8.H.CO.3 Analyze how economic, social, ideological, and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p>	Supporting Standard
<p>8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.</p>	Priority Standard
<p>8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws, and court rulings denying them the rights of citizens.</p>	Supporting Standard
<p>8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	Supporting Standard

<p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	<p>Supporting Standard</p>
<p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade, and commerce in the years leading up to the Civil War between 1840-1860.</p>	<p>Supporting Standard</p>
<p>8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.</p>	<p>Supporting Standard</p>
<p>8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775-1877.</p>	<p>Supporting Standard</p>
<p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p>	<p>Supporting Standard</p>
<p>8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.</p>	<p>Supporting Standard</p>

Using Evidence:

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

Communicating Conclusions:

- 8.I.CC.1** Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.
- 8.I.CC.2** Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.
- 8.I.CC.3** Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.

8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.

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

Unit 6: Antebellum Civil War and Reconstruction

Length	7 Weeks	Possible Compelling Questions: What is oppression and what are the root causes?
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Standards	Priority or Supporting
<p>Questioning:</p> <p>8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.</p> <p>8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.</p> <p>8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>	
<p>8H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.</p>	Priority Standard
<p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p>	Priority Standard
<p>8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.</p>	Supporting Standard
<p>8.H.CH.5 Explain examples of political, geographic, social, and economic changes and consistencies in the different regions of the United States between 1860-1877.</p>	Supporting Standard
<p>8.H.CH.3 Explain how political, social, and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.</p>	Supporting Standard

<p>8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.</p>	<p>Supporting Standard</p>
<p>8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of the definition over time, and changes in participation over time.</p>	<p>Supporting Standard</p>
<p>8.E.KE.1 Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War.</p>	<p>Supporting Standard</p>
<p>8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.</p>	<p>Supporting Standard</p>
<p>8C.PR.2 Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions, and Supreme Court Cases between 1789-1877.</p>	<p>Supporting Standard</p>
<p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	<p>Supporting Standard</p>
<p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p>	<p>Supporting Standard</p>
<p>8.H.CO.3 Analyze how economic, social, ideological, and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p>	<p>Supporting Standard</p>
<p>8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.</p>	<p>Supporting Standard</p>

Using Evidence:

8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.

8.I.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.

8.I.UE.3 Gather relevant information from multiple sources while using the origin, authority, structure, context

and corroborative value of the sources to guide the selection to answer compelling and supporting questions

Communicating Conclusions:

8.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.

8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.

8.I.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.

8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.

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