Greenup County School District

Grade 8

Social Studies Curriculum

KY Academic Standard	Learning Target Statement	Vocabulary	Pacing	Resources
World History Review				

KY Academic Standards

C: Civic and Political Institutions 6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

C: Processes, Rules and Laws 6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

E: Specialization, Trade and Interdependence 6.E.ST.1 Compare specialization in two or more civilizations or empires., 6.E.ST.2 Examine how new knowledge, technology and specialization increases productivity.

G: Migration and Movement 6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE

G: Human Interactions and Interconnections 6.G.HI.1 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE. G: Human Environment Interaction

G: Human Environment Interaction 6.G.HE.2 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

H: Conflict and Compromise 6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.

C: Civic Virtues and Democratic Principles 7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.
E: Specialization, Trade and Interdependence 7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets. 7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living

G: Human Environment Interaction 7.G.HE.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

H: Cause and Effect 7.H.CE.1 Analyze the causes and effects of the Renaissance, the Scientific Revolution and the Enlightenment

H: Conflict and Compromise 7.H.CO.2 Explain how religion influenced state-building, trade and cultural interactions between 600-1600

6.C.CP.2 6.C.PR.1 6.E.ST.1 6.E.ST.2 6.G.MM.1 6.G.HI.2 6.G.HE.1 6.H.CO.1 7.C.CV.1 7.E.ST.1 7.E.ST.3 7.G.MM.1 7.G.HE.1 7.H.CE.1 7.H.CO.2	I can recall geography, religion, social structure, government, accomplishments/inventions, people and architecture for ancient civilizations. I can describe the difference between polythestic and monothestic religions in the ancient world. I can identify important figures of the Renaissance and their accomplishments/impacts on society. I can differentiate between the cultures of Mesoamerica. I can use my knowledge of Ancient History to show mastery on the beginning of the year assessments.	Silt Republic Dynasty Mythology Empire Polytheism Monotheism Nomad Neolithic revolution Paleolithic Artifact Democracy Renaissance	**6-8 Days**	

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Unit 1: Exploration and Native Americans				
KY Academic Standards *G: Migration and Movement* 7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600. *G: Geographic Reasoning* 7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600. *H: Cause and Effect* 7.H.CE.1 Analyze the causes and effects of the Renaissance, the Scientific Revolution and the Enlightenment. *H: Conflict and Compromise* 7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600 *E: Incentives, Choices and Decision Making* 7.E.IC.1 Analyze how economic choices were made based on scarcity. 7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.				
7.G.MM.1 7.G.GR.1 7.H.CE.2 7.H.CO.2 7.E.IC.1 7.E.IC.2	**Compelling Question(s)** What caused groups of people to move and within the Americas? **Supporting Questions** What were the push and pull factors that caused Europeans to colonize America? What events led to the relocation of people from Africa to America? Why did the Native Americans relocate within the United States?	Migration Empire Global market Conquest Scientific Revolution	**2 Days**	Not in new Kentucky Standards, however this is a review along with the World History review.

KY Academic Standard	Learning Target Statement	Vocabulary	Pacing	Resources
Unit 2: 13 Colonies				
KY Academic Standards *G: Migration and Movement* 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. *H: Change and Continuity* 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 *C: Roles and Responsibilities of a Citizen* 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 1600-187: Macroeconomics 8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations *C: Civic Virtues and Democratic Principles* 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. *G: Human Interactions and Interconnections* 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 *E: Macroeconomics* 8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking. *E: Microeconomics* 8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600- 1877. *I: 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.			
8.G.MM.1 8.H.CH.2 8.E.MA.2 8.C.RR.2	**Compelling Question**(s): How does a settlement impact a region? **Supporting Questions:** 1. How did the geographical locations and economic decisions (e.g., scarcity, opportunity costs incentives, supply, demand) allow different regions of the American colonies to become specialized?	Culturally diverse Government Political system Popular sovereignty Specialization Citizenship	**21 Days**	

8.C.CV.1 8.G.HI.1 8.E.MA.3 8.E.MI.1 8.I.UE.1 8.I.UE.2 8.I.UE.3	2. How did political, environmental, social and economic factors lead to forced and voluntary migration in the American colonies? 3. What were the social and ideological philosophies that influenced the American colonies and what impact did these have on their identity? .	Colony Joint-stock company Mercantilism Toleration Plantation Persecution		

KY Academic Standards	Learning Target Statement	Vocabulary	Pacing	Resources
Unit 3: American Revolution				
KY Academic Standards *E: Macroeconomics* 8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking. 8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations. *E: Microeconomics* 8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600- 1877. *H: Conflict and Compromise* 8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War. *H: Cause and Effect* 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. *G: Geographic Reasoning* 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 *C: Civic and Political Institutions* 8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances. 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 *H: Change and Continuity* 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 *G: Geographic Reasoning* 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. *C: Civic Virtues and Democratic Principles* 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. *H: Change and Continuity* 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. *C: Civic Virtues and Democratic Principles* 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. *I: 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.				
8.E.MA.3 8.E.MA.4 8.E.MI.1 8.H.CO.1 8.H.CE.1 8.G.GR.1 8.C.CP.1 8.H.CH.2 8.C.CP.2 8.C.CV.1 8.G.HE.1 8.I.UE.1 8.I.UE.2 8.I.UE.3	**Compelling Question(s)**: Are revolutions avoidable? **Supporting Questions:** 1. How did the political, geographic, social,l and economic choices impact the American Revolution? 2. How were property rights protected, enforced, and limited by colonial governments? 3. What was the purpose of taxation in the American colonies and how did this have an impact	Revenue Resolution Boycott Repeal Propaganda preamble Inflation Ratify Inalienable rights Preamble Political system Treaty	**35 Days**	

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Unit 4: Creating a Nation/ US Government				
KY Academic Standards *I: 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.				
8.C.CP.1 8.C.CP.2 8.C.RP.1 8.C.PR.2 8.C.KGO.1 8.H.CH.1 8.H.CE.2 8.H.KH.1 8.I.UE.1 8.I.UE.2 8.I.UE.3	**Compelling Question(s)** How can challenges lead to development and growth, even a new identity? **Supporting Questions:** 1. How did the Early Republic provide a foundation for the role of government? 2. How did different groups respond to the centralization of the U.S. government? 3. To what extent did the Early Republic represent democratic principles for different groups?	Preamble Constitution Amendment Enumerated powers Reserved powers Concurrent powers Amendment Implied powers Due process of law Federalism Citizen Naturalization Judicial Executive Legislative	**28 Days**	DBQ Project

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Unit 5: Early America				
KY Academic Standards I: 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.				
8.C.CP.1 8.C.PR.2 8.C.KGO.1 8.E.MI.1 8.E.MA.1 8.E.MA.3 8.E.ST.1 8.H.CH.2 8.I.UE.1 8.I.UE.2 8.I.UE.3	**Compelling Question(s)**: How can challenges lead to development and growth, even a new identity? **Supporting Questions:** 1. How did the Early Republic provide a foundation for the role of government? 2. How did different groups respond to the centralization of the U.S. government? 3. To what extent did the Early Republic represent democratic principles for different groups?	Electoral College Tariff Political Parties Economy Federalists Anti-Federalists War of 1812 War Hawks John C. Calhoun Henry Clay James Madison Treaty	**16 Days**	DBQ Project

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Unit 6: Westward Expansion				
KY Academic Standards *C: Civic and Political Institutions* 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 *I: 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.				
8.C.CP.2 8.C.RR.1 8.C.CV.1 8.E.IC.1 8.E.IC.2 8.G.MM.1 8.G.HE.1 8.H.CH.2 8.I.UE.1 8.I.UE.2 8.I.UE.3	**Compelling Question(s)**: How did western expansion fulfill and/or challenge the American identity? **Supporting Questions:** 1. How did Manifest Destiny solidify an American identity at the cost of American identities? 2. What were the motives behind the U.S.'s expansion into Mexican territory? 3. How did advancements in technology and transportation contribute to the desire to go west? 4. How did the annexation of Texas affect the nation?	Manifest Destiny Whigs Immigration Abolitionists, Underground Railroad Sectionalism Industrial Revolution Compromise(s) Monroe Doctrine Indian Removal Act Gold Rush 49'ers Oregon Trail James Polk The Alamo	**28 Days**	DBQ Project

KY Academic Standard	Learning Target Statement	Vocabulary	Pacing	Resources
Unit 7: Civil War and Reconstruction				
KY Academic Standards I: 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.				

8.C.CP.1 8.C.CP.2 8.C.RR.1 8.C.RR.3 8.C.CV.1 8.C.PR.1 8.C.KGO.1 8.E.KE.1 8.G.HE.1 8.C.CH.3 8.C.CH.4 8.C.CH.5 8.H.CE.2 8.H.CO.4 8.I.UE.1 8.I.UE.2 8.I.UE.3	**Compelling Question(s):** What was the cost of the American Civil War? **Supporting Questions:** 1. What compromises were attempted to avoid war and why did these fail? 2. How did technological strengths and weaknesses influence the outcome of the war? 3. How did the political decisions of the American Civil War impact the lives of Americans? 4. 8.H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877. 5. What were the long and short term effects of the Civil War upon American society?	Abolitionist Abraham Lincoln Gettysburg Union Confederacy Jefferson Davis Slavery Underground Railroad States Rights Economy Amendments	**20 Days**	

KY Academic Standard	Learning Target Statement	Vocabulary	Pacing	Resources
Unit 8: Kentucky Review				
KY Academic Standards				
ALL STANDARDS	**Essential Question(s)**	Henry Clay Simon Kenton	**10 Days**	

	How did the development of the United States shape Kentucky **Compelling Questions:** How Did Slavery Shape My State?	Shawnee Wilderness Trail Fort Boonesboro Iron Furnace Transportation Cumberland Gap Dr. Thomas Walker Daniel Boone Civil War (Wars) Jefferson Davis Cash Crops KY Regions Natural Resources Government Geography of Caves		

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Unit 9: K-Prep Review				
KY Academic Standards				
ALL STANDARDS	I can recall the characteristics of ancient cultures and their influences. I can recall and explain the exploration of America and steps leading to independence. I can describe how westward expansion affected the citizens and helped lead to the Civil War. I can identify important historical figures and their impact on their society/culture. I can explain the United States' system of government. I can read and identify supporting details in an informational text. I can interpret the meanings of charts and maps.		**3-5 Days**	