



8th Grade Social Studies Curriculum & Pacing Guide



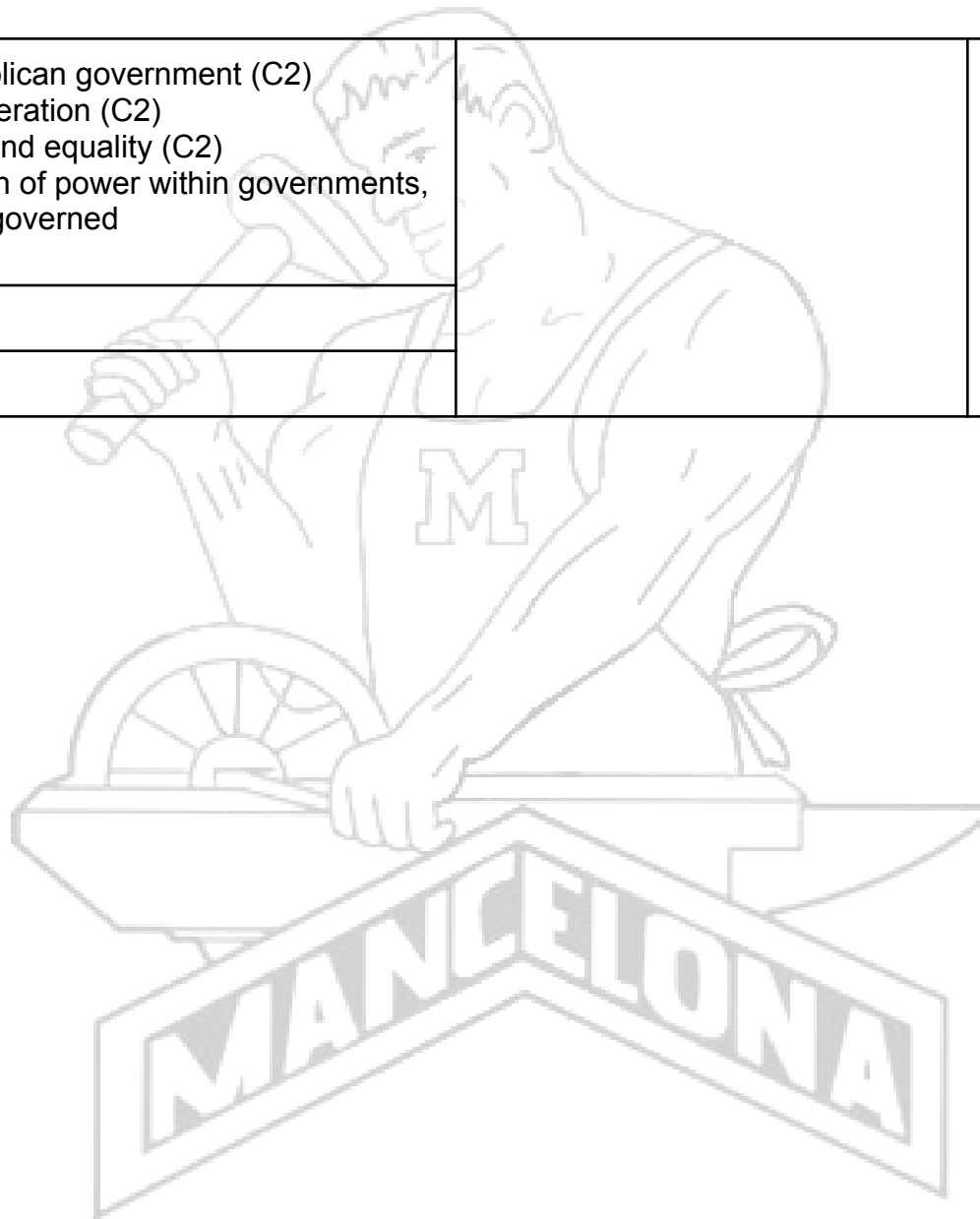
Content Area: United States History		Grade Level: 8 th	
Title of Unit: American Revolution		Number of Weeks/Days: 1 Week	
Standards: F1 POLITICAL AND INTELLECTUAL TRANSFORMATIONS F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing • colonial ideas about government (e.g., limited government, republicanism, protecting individual rights and promoting the common good, representative government, natural rights) (C2) • experiences with self-government (e.g., House of Burgesses and town meetings) (C2) • changing interactions with the royal government of Great Britain after the French and Indian War (C2)		Assessment: Textbook Created Test	Resources: Textbook Goal and Scale America the Story of US DVD Youtube Videos (Crash course and Mr. Betts' Class) Teacher Created Materials (Binder Chapter 7)
F1.2 Using the Declaration of Independence, including the grievances at the end of the document, describe the role this document played in expressing • colonists' views of government • their reasons for separating from Great Britain. (C2)			
F1.3 Describe the consequences of the American Revolution by analyzing and evaluating the relative influences of			



8th Grade Social Studies Curriculum & Pacing Guide



- | | | |
|---|--|--|
| <ul style="list-style-type: none">• birth of an independent republican government (C2)• creation of Articles of Confederation (C2)• changing views on freedom and equality (C2)• and concerns over distribution of power within governments, between government and the governed | | |
| | | |
| | | |





8th Grade Social Studies Curriculum & Pacing Guide



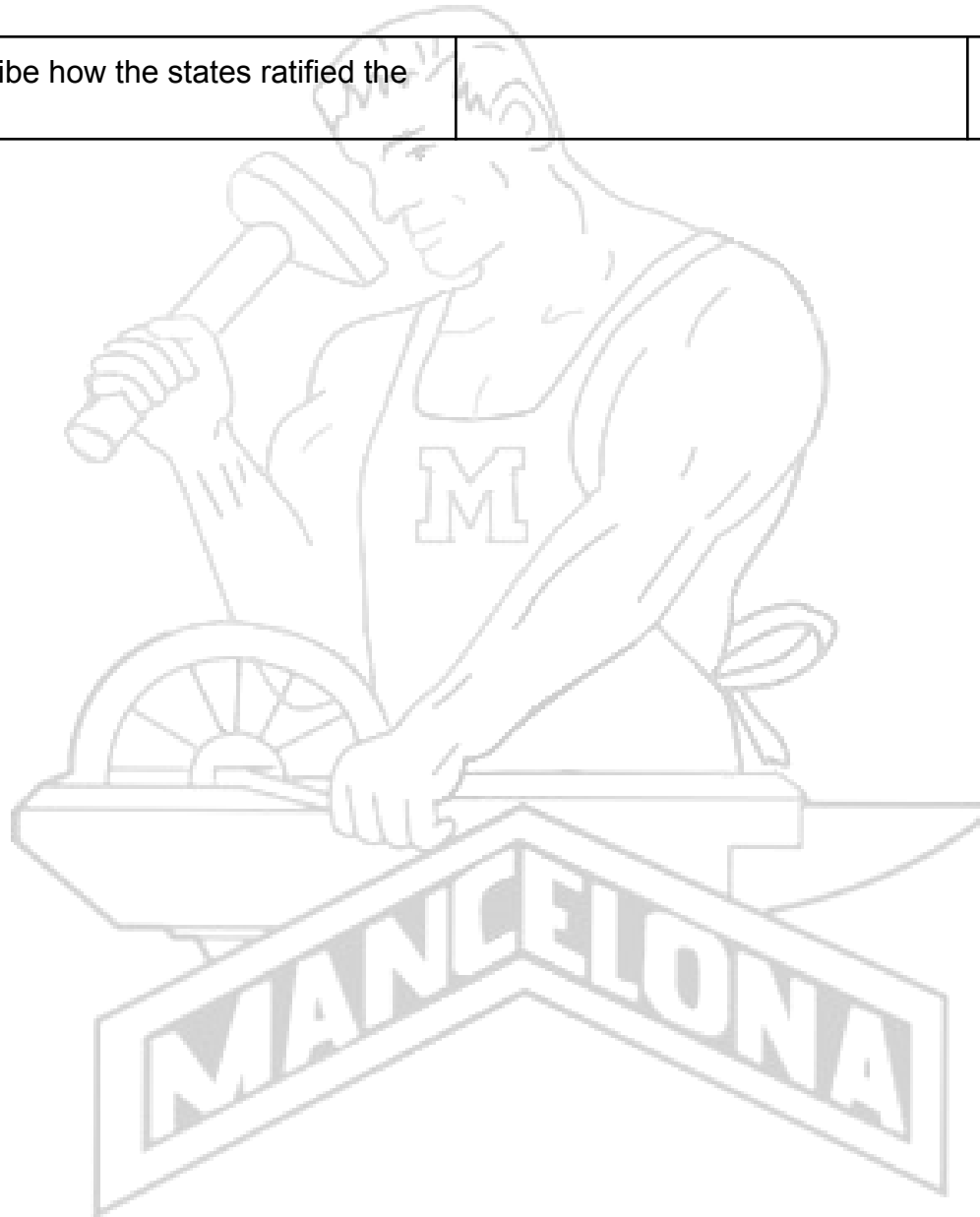
Content Area: United States History		Grade Level: 8th	
Title of Unit: Creating the Constitution 8		Number of Weeks/Days: 3 weeks	
Standards: U3.3 Creating New Government(s) and a New Constitution Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. 8 – U3.3.2 Identify economic, political, and cultural issues facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4) 8 – U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue. 8 – U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise. 8 – U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists		Assessment: Textbook Created Assessment	Resources: Goal and Scale YouTube Videos (Mr. Betts' Class and Crash Course) Teacher Created materials Chapter 8



8th Grade Social Studies Curriculum & Pacing Guide



and Anti-Federalists and describe how the states ratified the Constitution. (C2)		
--	--	--





8th Grade Social Studies Curriculum & Pacing Guide



Content Area: United States History		Grade Level: 8 th	
Title of Unit: The Constitution Chapter 9		Number of Weeks/Days: 3 Weeks	
Standards:		Assessment:	Resources:
8 – U3.3.7 Using important documents, describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)		Text book created assessment	Goal and Scale Textbook YouTube Videos (Mr. Betts’ Class, Crash Course) iCivics Work Teacher Created materials binder chapter 9
8 – U5.4.1 United States History Investigation Topic and Issue Analysis, Past and Present –Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings; include causes and consequences of the historical action and predict possible consequences of the contemporary action.			



8th Grade Social Studies Curriculum & Pacing Guide



Content Area: United States History		Grade Level: 8 th	
Title of Unit: The Bill of Rights		Number of Weeks/Days: 1	
Standards: 8 – U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)		Assessment:	Resources:
P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement	Teacher Created Assessment		Goal and Scale Textbook YouTube Videos (Mr. Betts' Class, Constitution Hall Pass, Crash Course, Schoolhouse Rock) Teacher Created Materials binder Chapter 10
P4.2 Citizen Involvement			



8th Grade Social Studies Curriculum & Pacing Guide



Content Area: United States History		Grade Level:	
Title of Unit: Foreign Affairs in the Young Nation		Number of Weeks/Days: 3	
Standards:		Assessment:	Resources:
8 – U4.1.1 Washington’s Farewell – Use Washington’s Farewell Address to analyze Washington’s perspective on the most significant challenges the new nation faced (e.g., deciding if and when to get involved in foreign conflicts; the risks of political factions; establishing the limits of executive power) (C4)		Teacher Created Assessment	Goal and Scale Textbook Hamilton Soundtrack Teacher Created Materials Chapter 11
8 – U4.1.3 Challenge of Political Conflict – Examine the origins and intentions of early American political parties, how they emerged, who participated, and what influenced their ideologies.			



8th Grade Social Studies Curriculum & Pacing Guide



Content Area: United States History		Grade Level: 8 th	
Title of Unit: Foreign Affairs in the Young Nation		Number of Weeks/Days: 2	
Standards:		Assessment:	Resources:
8 – U4.1.2 Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing the origins, intents, and purposes of treaties such as those with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, Treaty of Ghent (1814), Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)		Teacher Created Assessment	Goal and Scale Textbook Youtube Videos (Mr. Betts' Class, Crash Course) Teacher Created Materials Chapter 12 Binder
8 – U4.1.4 Establishing a National Judiciary and Its Power – Use Marbury v. Madison to explain the development of the power of the Supreme Court through the doctrine of judicial review.			



8th Grade Social Studies Curriculum & Pacing Guide

[illegible]

[illegible]

[illegible]

