SOCIAL STUDIES GRADE 8
CURRICULUM MAP

*Implementation year: 2022-23

INSTRUCTIONAL TIME PERIOD	SKILLS/OUTCOMES	ASSESSMENT
Unit 1	**U.S. Geography Review** **The students will be able to:** ● **identify the seven continents using a world map.** ● **use a time line to discuss significant events in history that significantly changed people's view of the world.** ● **explain why geographer's study more than a place's location and dimensions.** ● **identify examples of human systems.** ● **describe the physical and human characteristics of a community.** ● **identify differences in general-purpose maps and thematic maps.** ● **draw a map of a place, including the relevant map features.** ● **explain what factors determine the climate of an area.** ● **describe Earth's six major climate zones.** ● **give examples of landforms in their state.** ● **analyze a time line to discuss development of cultures and immigration movements.** ● **describe three factors that have contributed to Earth's constantly rising population.** ● **determine why more people live in some parts of the world than in others.** ● **list causes and effects of human migration.** ● **analyze how clothing, behaviors, language, foods, and music give clues about culture.** ● **explain how government affects people's way of life.** ● **give examples of how cultures change over time.** ● **write an essay explaining their cultural traditions.** ● **describe resources they use to get what they want and need.** ● **identify the kinds of economic systems used in the world today.** ● **determine how the world's economies interact and affect one another.** ● **explain the benefits of one economic system over another.** **Standards:** **Inquiry: throughout** **Geography:** SS.Geog1.a.m, SS.Geog1.b.m, SS.Geog2.a.m, SS.Geog3.a.m, SS.Geog5.a.m **History:** SS.Hist3.a.m, SS.Hist3.b-c.m, SS.Hist4.a.m, SS.Hist4.b-d.m	● quizzes/tests ● projects ● discussions ● daily assignments

Unit 2	**<u>Civil War</u>** **The students will be able to:** ● **determine the causes that led to the division of the nation.** ● **discuss and evaluate the political compromises that were made because of slavery.** ● **draw conclusions about the Kansas-Nebraska Act.** ● **analyze the new political party and its role in government.** ● **identify and evaluate the importance of the *Dred Scott* v. *Sandford* decision.** ● **evaluate the importance of the election of 1860.** ● **analyze the significance of the attack on Fort Sumter.** ● **analyze and compare arguments about whether or not the South had the right to secede.** ● **identify and evaluate the goals of both the North and the South.** ● **compare the strengths and weaknesses of the North and the South.** ● **explain how the Union responded to defeats in the East in 1862.** ● **evaluate the effect of the Emancipation Proclamation.** ● **identify the changes in lifestyle during the Civil War.** ● **describe the conditions of the hospitals and the prison camps during the Civil War.** ● **analyze the new political and economic changes that occurred during the Civil War.** ● **explain why the South seemed to be winning the war.** ● **analyze why the Battle of Gettysburg was a turning point in the war.** ● **evaluate the idea of total war and how it affected the South.** ● **identify and analyze the events that ended the Civil War.** ● **compare and contrast plans for Reconstruction.** ● **evaluate the effectiveness of the Freedmen's Bureau.** ● **analyze black codes and the federal government's responses to them.** ● **evaluate Radical Reconstruction.** ● **identify important individuals and groups that played a role in Reconstruction.** ● **describe and analyze what life was like for African Americans in the South during Reconstruction.** ● **analyze the significance of the election of 1876 and the end of Reconstruction.** **Standards:** **Inquiry: throughout** **Behavioral Sciences:** SS.BH3.a.m, SS.BH4.a.m **Economics:** SS.Econ1.a.m, SS.Econ1.b.m, SS.Econ2.b.m, SS.Econ3.b.m, SS.Econ4.a.m, SS.Econ4.d.m, SS.Econ5.a.m	● quizzes/tests ● projects ● discussions ● daily assignments

	Geography: SS.Geog1.a.m, SS.Geog1.b.m, SS.Geog2.d.m **History:** SS.Hist1.a.m, SS.Hist1.b.m, SS.Hist2.a.m, SS.Hist2.b.m, SS.Hist2.c.m, SS.Hist3.a.m, SS.Hist3.b-c.m, SS.Hist4.a.m, SS.Hist4.b-d.m **Political Science:** SS.PS1.a.m, SS.PS2.c.m, SS.PS3.a.m, SS.PS3.b.m, SS.PS3.c.m, SS.PS4.a.m	
Unit 3	**<u>Opening West</u>** **The students will be able to:** ● **explain the impact of mining on the creation of states.** ● **discuss the railroads and their importance to the mining industry.** ● **summarize how ranchers got their cattle to market.** ● **discuss the life of a cowhand and a rancher on the Great Plains.** ● **describe what brought more settlers to the Great Plains.** ● **analyze why Native Americans were threatened by settlement in the Great Plains.** ● **determine the cause and effect of the conflict between the Native Americans and white settlers.** ● **assess how the National Grange and the Farmers' Alliance worked to help farmers.** ● **explain the ideas of the Populist Party.** **Standards:** **Inquiry: throughout** **Behavioral Sciences:** SS.BH3.a.m, SS.BH4.a.m **Economics:** SS.Econ1.a.m, SS.Econ1.b.m, SS.Econ2.b.m, SS.Econ3.b.m **Geography:** SS.Geog1.a.m, SS.Geog1.b.m, SS.Geog2.d.m, SS.Geog5.a.m **History:** SS.Hist1.a.m, SS.Hist1.b.m, SS.Hist2.a.m, SS.Hist2.b.m, SS.Hist2.c.m, SS.Hist3.a.m, SS.Hist3.b-c.m, SS.Hist4.a.m, SS.Hist4.b-d.m **Political Science:** SS.PS1.a.m, SS.PS2.a.m, SS.PS2.b.m, SS.PS2.c.m , SS.PS3.a.m, SS.PS3.b.m, SS.PS4.a.m	● quizzes/tests ● projects ● discussions ● daily assignments

Unit 4	**<u>Industrialization</u>** **The students will be able to:** ● **analyze the importance of the railroad in the Industrial Age.** ● **identify and evaluate new inventions of the era.** ● **define mass production.** ● **evaluate the impact of mass production on the U.S. economy.** ● **identify and analyze the factors of production.** ● **evaluate the importance of capital to production.** ● **compare and contrast how Rockefeller and Carnegie organized the oil and steel industries.** ● **analyze the concept of monopoly and how the Standard Oil Trust exemplified it.** ● **describe and evaluate working conditions during the Industrial Age.** ● **identify and analyze how and why labor organized during the Industrial Age.** ● **identify and evaluate the reasons different groups of immigrants were pushed or pulled to come to the United States.** ● **identify and evaluate what happened to many immigrants after their arrival in the United States.** ● **identify and organize the ways immigrants sometimes chose to adapt to the United States but still retain their cultural identity.** ● **describe where different classes of people gravitated to in and around cities.** ● **explain how new forms of architecture and transportation helped address problems in cities.** ● **identify and draw conclusions about the changes to American culture during this period.** ● **identify and evaluate reforms and reformers that emerged during this era.** ● **analyze the impact that U.S. presidents had on reforms during this era.** ● **identify and analyze the ways society in the United States changed during the Progressive Era.** ● **identify and evaluate the causes and consequences of prejudice and injustice in American society.** **Standards:** **Inquiry: throughout** **Behavioral Sciences:** SS.BH3.a.m, SS.BH4.a.m **Economics:** SS.Econ1.a.m, SS.Econ1.b.m, SS.Econ2.b.m, SS.Econ2.c.m, SS.Econ3.a.m, SS.Econ3.b.m, SS.Econ4.a.m, SS.Econ4.b.m, SS.Econ4.c.m, SS.Econ4.d.m , SS.Econ5.a.m **Geography:** SS.Geog1.b.m, SS.Geog2.a.m, SS.Geog2.d.m, SS.Geog5.a.m	● quizzes/tests ● projects ● discussions ● daily assignments

	History: SS.Hist1.a.m, SS.Hist1.b.m, SS.Hist2.a.m, SS.Hist2.b.m, SS.Hist2.c.m, SS.Hist3.a.m, SS.Hist3.b-c.m, SS.Hist4.a.m, SS.Hist4.b-d.m **Political Science:** SS.PS1.a.m, SS.PS2.a.m, SS.PS2.b.m , SS.PS2.c.m, SS.PS3.a.m, SS.PS3.b.m, SS.PS4.a.m	
Unit 5	**<u>World War I</u>** **The students will be able to:** ● **identify the causes and effects of imperialism in the late 1800s.** ● **analyze the expansion of U.S. economic influence in Latin America.** ● **explain how the United States acquired territories in the Pacific.** ● **evaluate the effects of the Open Door policy in China.** ● **identify the causes and consequences of the Russo-Japanese War.** ● **identify territories acquired by the United States after the Spanish-American War.** ● **summarize the arguments of both imperialists and anti-imperialists.** ● **draw conclusions about how the Panama Canal affected U.S. relations with Latin America.** ● **compare and contrast the Roosevelt Corollary, dollar diplomacy, and moral diplomacy.** ● **analyze the U.S. role in the Mexican Revolution.** ● **analyze the cause and effect of factors that led to the outbreak of war in Europe.** ● **draw conclusions about the changes in technology and battle strategy that changed the nature of war.** ● **recognize the historical perspectives that led the United States to try to remain neutral during World War I.** ● **identify and evaluate the reasons the United States finally decided to enter World War I.** ● **identify and evaluate how the American troops helped to turn the tide for the Allies.** ● **analyze the circumstances that caused Germany to start losing the war and appeal for an armistice.** ● **identify and organize information about how the United States prepared to fight the war.** ● **identify points of view about the legislation the American government passed to control public opinion.** ● **identify reasons that the U.S. Senate rejected the Treaty of Versailles and the League of Nations.** ● **recognize the different points of view among the Allies and why they opposed Wilson's plan for peace.** **Standards:** **Inquiry: throughout**	● quizzes/tests ● projects ● discussions ● daily assignments

	Behavioral Sciences: SS.BH3.a.m, SS.BH4.a.m **Economics:** SS.Econ1.b.m, SS.Econ2.b.m, SS.Econ2.c.m, SS.Econ3.a.m, SS.Econ3.b.m, SS.Econ4.a.m, SS.Econ4.b.m, SS.Econ4.c.m, SS.Econ5.a.m **Geography:** SS.Geog1.a.m, SS.Geog1.b.m, SS.Geog4.a.m **History:** SS.Hist1.a.m, SS.Hist1.b.m, SS.Hist2.a.m, SS.Hist2.b.m, SS.Hist2.c.m, SS.Hist3.a.m, SS.Hist3.b-c.m, SS.Hist4.a.m, SS.Hist4.b-d.m **Political Science:** SS.PS1.a.m, SS.PS2.a.m, SS.PS2.b.m, SS.PS2.c.m, SS.PS3.a.m, SS.PS3.b.m, SS.PS3.d.m, SS.PS4.a.m, SS.PS4.b.m	
Unit 6	**<u>World War II</u>** **The students will be able to:** ● **summarize the events that led to the rise of dictators in Europe.** ● **explain how World War II began.** ● **analyze why the United States entered the war.** ● **analyze how the war affected the United States at home.** ● **evaluate how the war developed in Europe and North America, and how Germany was defeated.** ● **identify what the Holocaust was.** ● **identify and analyze the events that occurred in the Pacific and how Japan was defeated.** ● **describe Nazism, race, and racism.** ● **analyze race as a cultural construct rather than a biological fact.** ● **explain how antisemitic and racist ideas and actions profoundly shaped the events of the Holocaust.** ● **explain the wide range of experiences of Jewish people living in Europe prior to World War II.** ● **evaluate the catastrophic impact of the Holocaust on Jewish life in Europe.** ● **analyze different viewpoints of the Holocaust based on survivor testimony.** ● **draw conclusions from modern day genocides and their impacts on individuals, communities, and nations.** **Standards:** **Inquiry:** throughout	● quizzes/tests ● projects ● discussions ● daily assignments

	Behavioral Sciences: SS.BH3.a.m **Economics:** SS.Econ4.d.m **Geography:** SS.Econ1.a.m, SS.Geog2.a.m, SS.Geog2.d.m, SS.Geog4.a.m **History:** SS.Hist1.a.m, SS.Hist3.a.m, SS.Hist4.a.m, SS.Hist4.d.m **Political Science:** SS.PS2.c.m, SS.PS3.b.m	

Standards Covered in Eighth Grade Social Studies:
*Essential Standards are highlighted in red.

Inquiry:
SS.Inq1.a.m Formulate open-ended questions for further research within one of the social studies disciplines.
SS.Inq1.b.m Identify additional questions that support the research and possible resources to guide the inquiry.
SS.Inq2.a.m Explore evidence from multiple reliable sources representing a range of perspectives and media that have been selected through research to guide the inquiry.
SS.Inq2.b.m Determine credibility and applicability of a source by considering a variety of factors through the lens of a social studies strand.
SS.Inq3.a.m Develop a debatable and defensible claim based upon the analysis of sources.
SS.Inq3.b.m Support claim with evidence from multiple reliable sources representing a range of mediums (electronic, digital, print, and other mass media).
SS.Inq3.c.m Analyze the extent to which evidence supports or does not support a claim, and if it does not, adjust claim appropriately.
SS.Inq4.a.m Communicate conclusions using a variety of media (i.e. video or online, documentaries, exhibits, research papers, or web pages).
SS.Inq4.b.m Analyze and evaluate the logic, relevance, and accuracy of others' claims, taking into consideration potential bias.
SS.Inq5.a.m Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

Behavioral Sciences:
SS.BH3.a.m Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions.
SS.BH4.a.m Differentiate between intended and unintended consequences of various forms of technology and how they may affect societies and cultures.

Economics:
SS.Econ1.a.m Predict the opportunity costs of various decisions, and explain why the opportunity cost might differ from person to person or in different situations. Assess how limited resources (e.g., money, land, natural resources, workers, time) impact the choices of individuals, households, communities, businesses, and countries.
SS.Econ1.b.m Evaluate how incentives impact individual and/or household decision-making.

SS.Econ2.b.m Investigate the relationship between supply and demand. Evaluate the extent to which competition exists in product markets, and its relationship to price and quality of goods and services.
SS.Econ2.c.m Categorize factors of production and how they are combined to make goods and deliver services. Evaluate how profits influence sellers in markets.
SS.Econ3.a.m Analyze how inflation, deflation, and unemployment affect different groups.
SS.Econ3.b.m Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.
SS.Econ4.a.m Compare and contrast how different economic systems (traditional, command, market, mixed) choose to allocate the production, distribution and consumption of resources (what/how/for whom is it produced).
SS.Econ4.b.m Compare and contrast the role of different economic institutions such as banks, labor unions, non-profits, and businesses in an economy. Analyze rules and laws that protect and support both consumers (e.g., private property, zoning, contracts, agreements, and product safety) and workers (e.g., labor unions, regulations, minimum wage).
SS.Econ4.c.m Analyze the impact of different government policies (e.g., taxation and government spending) on the economy.
SS.Econ4.d.m Analyze potential unintended costs and benefits (i.e., externalities) for a local or state law or policy.
SS.Econ5.a.m Summarize the role of specialization on trade and cost of goods/services. Identify examples of U.S. exports and imports.

Geography:
SS.Geog1.a.m Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).
SS.Geog1.b.m Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
SS.Geog2.a.m Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).
SS.Geog2.d.m Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.
SS.Geog3.a.m Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
SS.Geog4.a.m Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
SS.Geog5.a.m Analyze how technology interacts with the environment and how increased use of technology affects the burden/use of natural resources.

History:
SS.Hist1.a.m Use multiple perspectives to analyze and explain causes of issues or events within and across time periods, events, or cultures.
SS.Hist1.b.m Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
SS.Hist2.a.m Explain patterns of continuity over time in the community, the state, the United States, and the world.
SS.Hist2.b.m Explain patterns of change over time in the community, the state, the United States, and the world.
SS.Hist2.c.m Analyze how the historical context influenced the process or nature of the continuity or change that took place.
SS.Hist3.a.m Compare events from United States or world history to a current issue or event.
SS.Hist3.b.m Apply historical perspectives to describe differing viewpoints of current events.
SS.Hist3.c.m Hypothesize the direction of current events and outcomes based on the past.
SS.Hist4.a.m Explain how the historical context (situation) influences a primary or secondary source.
SS.Hist4.b.m Explain the significance of the intended audience of a primary or secondary source.
SS.Hist4.c.m Explain the significance of the intended purpose of a specific primary or secondary source.

SS.Hist4.d.m Explain how the POV of the author can influence the meaning of a primary or secondary source.

Political Science:

SS.PS1.a.m Investigate the components of responsible citizenship. Summarize the importance of rule of law.
SS.PS2.a.m Analyze the scope and limits of individual protections found in the Constitution and the Bill of Rights. Describe the evolution of rights over time including key laws, constitutional changes, and court decisions that contributed to these developments. Predict how collective action movements work to extend equal rights to groups and individuals.
SS.PS2.b.m Analyze the rights and responsibilities of citizens (i.e., voting, jury duty, paying taxes, obeying laws). Synthesize the cultural structures, types of government, and economic systems to explain differing concepts of citizenship (e.g., Confucianism, dictatorship, theocracy, republic, democracy).
SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
SS.PS3.a.m Assess voter participation in elections. Explain their role in government at the local, state, tribal, and federal levels.
SS.PS3.b.m Analyze the role of various types of media in elections and functions of government. Analyze how elections and political parties in the United States connect the people to government. Summarize how civic institutions influence society and politics. (e.g., special interest groups, chamber of commerce, lobbying).
SS.PS3.c.m Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
SS.PS3.d.m Analyze how governments address and solve problems through the public policy process.
SS.PS4.a.m Assemble an argument utilizing multiple sources of information.
SS.PS4.b.m Provide examples of diplomacy, pluralism, and consensus building (between individuals, groups, and institutions).

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