

Grade 8 Social Studies	Unit 1: Organizing Spaces		Suggested Length: 1 week
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What role did geography play in the development of the United States?</p> <p>2. How did the geography of the United States impact the economic development of the United States?</p> <p>3. How did the geography of the United States impact the development of cultures and societies?</p> <p>4. How did the geography of the United States impact the migration and settlement of people in the United States?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>8-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.</i> ❑ <i>8-H-6 recognize the significance of geographical settings and natural resources on historical perspectives and events in early United States history.</i> ❑ <i>8-G-1 examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States</i> ❑ <i>8-G-2 explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in United States history prior to Reconstruction. DOK 3 ❑ SS-08-4.1.2 Students will describe how different factors (e.g., rivers, mountains, plains, harbors) affected where human activities were located in the United States prior to Reconstruction. ❑ SS-08-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban 	<ul style="list-style-type: none"> ❑ Geography ❑ Environment ❑ Migrate ❑ Map projection ❑ Physical features ❑ Resources ❑ Technical advances ❑ Place ❑ Adaptation ❑ Modification ❑ Region 	<ul style="list-style-type: none"> ❑ Write a journal entry – What would you see if you traveled the length and width of the United States? 8.4.1.2 ❑ Review the 5 Themes of Geography using a chart as a graphic organizer. 8.4.2.2. DOK 2 ❑ <u>Design a lesson plan for teaching the 5 themes of geography to a first grade class working in a cooperative group</u> (Scoring rubric). 8.4.2.1 DOK 2 ❑ Discuss the tools of geography utilizing a web graphic organizer. 8.4.1.1 DOK 3 ❑ Analyze regions of the United States by creating a table graphic organizer. 8.4.2.1 DOK 3 ❑ Outline climates and resources of the United States using an outline graphic organizer. 8.4.3.1 DOK 2, 8.4.3.2 DOK 3 ❑ Examine Open-Response organizer (circle power verbs, box numbers, on answer sheet – bullet power verbs and define, under power verbs number how many ideas you need). ❑ <u>CLA - Chapter 1 Assessment (Open-Response – Maps or Globes – Scoring Rubric).</u> 8.4.1.1 DOK 3

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2</p> <ul style="list-style-type: none"> ❑ SS-08-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available. DOK 2 ❑ SS-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2 ❑ SS-08-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction. DOK 3 		

Grade 8 Social Studies	Unit 2: 10 Little Indians		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What cultural and/or social institutions led to the development of Ancient American cultures?</p> <p>2. What role did</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ 8-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history. ❑ 8-H-2 develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction). ❑ 8-H-4 examine the impact of significant individuals and groups in early United States 	<ul style="list-style-type: none"> ❑ Elements of Culture ❑ Artifact ❑ Civilization ❑ Specialization workers ❑ Agrarianism ❑ Primary sources ❑ Secondary sources ❑ Historical documents ❑ Social institutions ❑ Ethnic groups 	<ul style="list-style-type: none"> ❑ Write a journal entry imagining they are writing a television script for a show about the first Americans. 8.2.1.1 DOK 2 ❑ Discuss the first Americans in groups using the following discussion jobs: 8.2.1.1 DOK 2 <ol style="list-style-type: none"> 1. Discussion Director – develop a list of 5 open-ended questions. 2. Passage Master – identify 4 passages to review and reason for choosing them. 3. Vocabulary Enricher – define 6 important

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>geography play in the development of Ancient American cultures?</p> <p>3. How has conflict resulted from the migration and settlement of Ancient American cultures?</p>	<p><i>history.</i></p> <ul style="list-style-type: none"> ❑ <i>8-H-5 analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War).</i> ❑ <i>8-CS-1 examine how culture in the United States has been influenced by language, literature, arts, beliefs, and behavior of people in America’s past.</i> ❑ <i>8-CS-3 analyze social interactions among diverse groups and individuals in United States history.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives. DOK 2 ❑ SS-08-2.2.1 Students will compare how cultures (United States prior to Reconstruction) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to 	<ul style="list-style-type: none"> ❑ Perspective ❑ Interaction ❑ Cause and Effect 	<p>vocabulary and develop a plan for sharing them.</p> <ol style="list-style-type: none"> 4. Illustrator – depict an important event or connection. 5. Connector – relate 5 connections to real life. <ul style="list-style-type: none"> ❑ Discuss Native American culture groups using the above discussion jobs and groups. 8.2.1.1 DOK 2, 8.2.2.1, 8.5.3.1 DOK 2 ❑ Discuss empires of the south using the above discussion jobs and groups. 8.2.2.1 ❑ Develop historical skills by answering questions, about a Mayan painting, related to primary and secondary sources. 8.5.1.1 DOK 3 ❑ Observe an overview of Native American life in the Americas using a video and questions. Video – “The Native Americans” from Educational Distributors of America. 8.5.1.2 DOK 3 ❑ <u>Research one Native American group and complete one of the following culmination activities (Scoring rubric):</u> <ol style="list-style-type: none"> 1. Poster project – illustrate required information on a poster board. 2. Technology project – create a multi-media presentation on the required information. 3. Oral project – present a 5-minute speech covering the required information. 4. Written project – write a research paper covering the required information. 8.2.1.1 DOK 2 ❑ <u>CLA - Chapter 2 Assessment (Open-Response – Native American Cultures.)</u> 8.2.1.1 DOK 2 ❑ Write a journal entry about a chosen Indian quote. 8.2.1.1 DOK 2

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>Reconstruction. DOK 3</p> <ul style="list-style-type: none"> ❑ SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3 ❑ SS-07-5.3.1 Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations. DOK 2 		

Grade 8 Social Studies	Unit 3: New Land Ho!		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What cultural and/or social institutions led to European Exploration?</p> <p>2. What economic issues impacted the development of European Exploration?</p> <p>3. What role did geography play in the development of European Exploration?</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>8-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.</i> ❑ <i>8-H-2 develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction).</i> ❑ <i>8-H-5 analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War).</i> ❑ <i>8-G-1 examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States.</i> 	<ul style="list-style-type: none"> ❑ Middle Ages ❑ Monarch ❑ Feudalism ❑ Time lines ❑ Isolationism ❑ Settlement ❑ Totalitarian ❑ Migration ❑ Elements of culture 	<ul style="list-style-type: none"> ❑ Write a journal entry, imagining you are a newspaper editor writing headlines announcing important voyages of exploration. 7.5.3.5 DOK 3 ❑ Examine changes in Europe that will lead to the Age of Exploration in groups, by completing One of the following activities by: 7.5.3.4 DOK 3 <ol style="list-style-type: none"> 1. Writing a poem. 2. Performing a play. 3. Drawing a comic strip. 4. Developing a riddle. 5. Designing a mobile. 6. Generating a crossword puzzle. 7. Creating a pop-up book. 8. Performing a role-play. 9. Pantomiming a scene. 10. Performing charades. 11. Performing a musical. 12. Writing a fairy tale. 13. Performing a rap song. 14. Designing a time line.

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<p>4. How has conflict resulted from the discovery of the Americas and the migration of people from Europe to the Americas?</p>	<p><input type="checkbox"/> <i>8-G-3 examine how early United States history was influenced by the physical environment (e.g., natural barriers, natural disasters, natural resources).</i></p> <p><u>Core Content</u></p> <p><input type="checkbox"/> SS-08-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives. DOK 2</p> <p><input type="checkbox"/> SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources and capital goods) were used. DOK 2</p> <p><input type="checkbox"/> SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. DOK 3</p> <p><input type="checkbox"/> SS-08-5.2.1 Students will explain events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events. DOK 3</p>		<p>15. Producing a TV program. 16. Designing a game. 17. Creating an advertisement. 18. Designing a transparency. 19. Drawing a hidden picture. 20. Performing a dance.</p> <p><input type="checkbox"/> Examine Portugal and the Age of Exploration, in groups, by completing a different activity from the above list. 7.5.3.5 DOK 3</p> <p><input type="checkbox"/> Develop historical skills by analyzing a time line. 8.5.1.1 DOK 3</p> <p><input type="checkbox"/> Examine the effects of Columbus reaching the Americas, in groups, by completing a different activity from the above list. 8.5.2.1 DOK 3</p> <p><input type="checkbox"/> Examine early European claims to the Americas, in groups, by completing a different activity from the above list. 8.5.2.1 DOK 3</p> <p><input type="checkbox"/> <u>CLA - Chapter 3 Assessment (Open-Response – Columbus' Conclusions.)</u> 7.5.3.5 DOK 3</p> <p><input type="checkbox"/> Select 3 of the following differentiated activities:</p> <ol style="list-style-type: none"> 1. Collect facts or ideas about the fall of Aztecs & Incas. 2. Plan a strategy that could have kept Spain from defeating the Aztecs and Incas 3. Hypothesize what might have happened if the Aztecs and Incas had not fallen to the Spanish. 4. Draw a map or diagram of states and countries today, which were a part of Spain's empire. 5. Create a collage showing Spanish influence today. 6. Evaluate the treatment of Native Americans by the Spanish. 7. Compare two early colonies. 8. Develop a survey to assess early colonists. 9. Design an advertisement to attract new colonists. <p><input type="checkbox"/> Connect history and math relating to mercantilism. 8.3.1.1 DOK 2</p> <p><input type="checkbox"/> <u>Assessment</u> – Activities contract.</p>

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ SS-07-5.3.4 Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies. DOK 3 ❑ SS-07-5.3.5 Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact. 		<ul style="list-style-type: none"> ❑ <u>CLA – Chapter 4 Assessment (Open-Response – Cultural Contributions of Immigrants.)</u> 8.2.1.1 DOK 2

Grade 8 Social Studies	Unit 4: Living In America		Suggested Length: 5 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<ol style="list-style-type: none"> 1. How did culture and social institutions impact the development of colonies in North America? 2. How did economic issues impact the development of colonies in North America? 3. What role did geography play in the development of 	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>8-H-2 develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction).</i> ❑ <i>8-H-5 analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War).</i> ❑ <i>8-H-6 recognize the significance of geographical settings and natural resources on historical perspectives and events in early United States history.</i> ❑ <i>8-G-1 examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States.</i> 	<ul style="list-style-type: none"> ❑ Urban ❑ Bill of rights ❑ Settlement ❑ Investments ❑ Interdependence ❑ Imperialism ❑ “Great Convergence” ❑ Nation states ❑ Stock ❑ Productive resources ❑ Map Projections ❑ Elements of Culture ❑ Perspective 	<ul style="list-style-type: none"> ❑ Write a journal entry advertising reasons colonists might want to come to the Americas. 8.4.4.3 ❑ Preview life in early American Colonies by watching a video – U.S. History Vol. 2 – VID 973 UNI – as a background introduction to the simulation. 8.2.2.1 ❑ Simulate colonial life in groups by: 8.4.1.1 DOK 3, 8.4.3.1 DOK 2, 8.4.4.1, 8.4.4.2, 8.4.4.4, 8.5.2.1 DOK 3 <ol style="list-style-type: none"> 1. Developing map skills. 2. Reviewing geography vocabulary. 3. Determining their reason for colonizing. 4. Naming their colony. 5. Creating a colonial flag. 6. Loading their ships. 7. Sailing across the Atlantic Ocean. 8. Choosing a site on which to settle. 9. Planning a work schedule and strategy. 10. Expanding their colonies. ❑ <u>CLA – Simulation Evaluation – Open-Response –</u>

Grade 8 Social Studies	Unit 4: Living In America		Suggested Length: 5 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>colonies in North America?</p> <p>4. How did economic issues both create and solve conflict in North American’ colonies?</p> <p>5. In what ways has conflict resulted from the migration and settlement of people in North American’ colonies?</p> <p>6. Why is it important to study the history of colonial life?</p>	<ul style="list-style-type: none"> ❑ <i>8-G-2 explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States.</i> ❑ <i>8-G-3 examine how early United States history was influenced by the physical environment (e.g., natural barriers, natural disasters, natural resources).</i> ❑ <i>8-G-4 investigate how Americans used technology, especially in early American history, to modify the environment.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-2.2.1 Students will compare how cultures (United States prior to Reconstruction) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in United States history prior to Reconstruction. DOK 3 ❑ SS-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2 ❑ SS-08-4.4.1 Students will explain how technology in the United States prior to Reconstruction assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment. ❑ SS-08-4.4.2 Students will describe ways in which the physical environment (e.g., natural 		<p>“<u>Establishing a Colony.</u>” 8.4.3.1 DOK 2</p>

Grade 8 Social Studies	Unit 4: Living In America		Suggested Length: 5 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.</p> <ul style="list-style-type: none"> ❑ SS-08-4.4.3 Students will explain how the natural resources of a place or region impact its political, social and economic development in the United States prior to Reconstruction. ❑ SS-08-4.4.4 Students will compare and contrast different perspectives (viewpoints) that people have about how to use land (e.g., farming, industrial, residential, recreational) in the United States prior to Reconstruction. ❑ SS-08-5.2.1 Students will explain events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events. DOK 3 		

Grade 8 Social Studies	Unit 5: The Patriot Cause		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What rights did the colonists have, or not have, in the thirteen colonies?</p> <p>2. How did culture and social institutions</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>8-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.</i> ❑ <i>8-H-2 develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction).</i> ❑ <i>8-H-3 recognize cause-and-effect relationships and multiple causes of events in</i> 	<ul style="list-style-type: none"> ❑ Declaration of Independence ❑ Treaty of Alliance ❑ Compromise ❑ Historical documents ❑ Economic sanctions ❑ Justice ❑ Equality ❑ Freedom ❑ Totalitarian 	<ul style="list-style-type: none"> ❑ Examine how a new American way of life developed by completing a differentiated cubing activity and presenting to their group: 8.2.1.1 DOK 2 <ol style="list-style-type: none"> 1. Define five words. 2. Identify five people. 3. Diagram social classes. 4. Summarize Locke and Newton’s ideas. 5. Restate Poor Richard’s quotes. 6. Illustrate travel and communication. 7. Dramatize the life of an indentured servant.

Grade 8 Social Studies	Unit 5: The Patriot Cause		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>impact the development of the Patriot movement and the American Revolution?</p> <p>3. How did conflict arise in the thirteen colonies and how was it resolved?</p> <p>4. What role did geography play in the progress of the American Revolution?</p> <p>5. How did economics help create the American Revolution and become part of the solution?</p> <p>6. Why is it important to study the history of the American Revolution?</p>	<p><i>United States history.</i></p> <ul style="list-style-type: none"> ❑ 8-H-5 analyze the social, political, and economic characteristics of eras in American history to Reconstruction (<i>Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War</i>). ❑ 8-H-8 understand the development of democratic thought in early America. ❑ 8-GC-1 understand how the American political system developed through examining colonial roots of representative democracy, reasons for creating an independent country, and purposes of government. ❑ 8-CS-4 analyze social interactions, including conflict and cooperation, among individuals and groups in United States History. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). DOK 2 ❑ SS-08-1.1.2 Students will describe and give examples of how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3 ❑ SS-08-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established 	<ul style="list-style-type: none"> ❑ Laws ❑ Government ❑ Cause ❑ Effect ❑ Multiple causation ❑ Conflict ❑ Elements of Culture ❑ Time Line 	<ul style="list-style-type: none"> 8. Compare the Great Awakening and Age of Reason. 9. Apply Poor Richard’s quotes. 10. Sketch cartoon about Phyllis Wheatley. 11. Illustrate John Locke’s social contract. 12. Develop a plan to organize Franklin’s library. 13. Compose a poem or song about social classes. 14. Justify improvements of communication and travel. 15. Prepare a speech on Locke’s ideas. 16. Debate the pros and cons of Poor Richard’s quotes. 17. Discuss effects of scientific thinking on the future. 18. Prepare a newspaper article on the new American Culture. <ul style="list-style-type: none"> ❑ Examine the French and Indian War by completing a differentiated cubing activity and presenting to their group: 8.2.3.2 DOK 2 <ul style="list-style-type: none"> 1. Define five words. 2. Identify five people. 3. Describe lands claimed by four countries. 4. Summarize the Treaty of Paris. 5. Restate the Albany Plan of Union. 6. Draw a battle. 7. Dramatize trouble in the Ohio Valley. 8. Compare viewpoints of Native Americans. 9. Diagram steps leading to war. 10. Analyze colonial attempts at unity. 11. Illustrate Battle on the Plains of Abraham. 12. Examine effects of Treaty of Paris. 13. Compose a poem or song about European claims. 14. Justify colonial attempts at unity. 15. Prepare a letter Washington might write to Fort Necessity. 16. Debate French and English views leading to war. 17. Discuss Native American views of war. 18. Design a time line of events of war. ❑ Examine taxes and boycotts by completing a differentiated cubing activity and presenting it to their group: 8.1.1.2 DOK 2, 8.5.2.2 DOK 3

Grade 8 Social Studies	Unit 5: The Patriot Cause		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>democratic principles and guaranteed certain rights for all citizens. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-08-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives. DOK 2 ❑ SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2 ❑ SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. DOK 3 ❑ SS-08-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. DOK 3 		<ol style="list-style-type: none"> 1. Define five words. 2. Identify five people. 3. Summarize problems/solutions on frontier. 4. Describe Stamp Act, Congress, and repeal. 5. Draw picture of Boston Massacre. 6. Discuss events leading to Boston Tea Party. 7. Dramatize trouble on the frontier. 8. Apply money problems of British to today. 9. Sketch cartoon of Stamp Act controversy. 10. Compare Writs of Assistance to 4th Amendment. 11. Write a letter Sam Adams might write for independence. 12. Diagram how colonists protested British acts. 13. Justify British passing Proclamation of 1763. 14. Compose a poem or song about British money problems. 15. Prepare a speech Henry might make against Stamp Act. 16. Debate pros and cons of Writs of Assistance. 17. Discuss five reasons colonists wanted independence. 18. Create a play-by-play for the Boston Tea Party. <ul style="list-style-type: none"> ❑ Examine events leading to American Revolution by completing a differentiated cubing activity and presenting it to their group: 8.5.2.2 DOK 3 <ol style="list-style-type: none"> 1. Define five words. 2. Identify five people. 3. Describe Parliament punishing the colonies. 4. Summarize actions of 1st Continental Congress. 5. Draw scene from Battles of Lexington and Concord. 6. Restate actions of 2nd Continental Congress. 7. Compare views on Coercive Acts. 8. Diagram colonial action leading to Lexington and Concord. 9. Diagram British actions leading to Lexington and Concord. 10. Create a time line of events.

Grade 8 Social Studies	Unit 5: The Patriot Cause		Suggested Length: 4 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
			<ol style="list-style-type: none"> 11. Examine actions of 2nd Continental Congress. 12. Analyze the cause and effects of the 1st Continental Congress. 13. Justify British reasons for punishing colonies. 14. Utilize graphic organizer to discuss actions of the 1st Continental Congress. 15. Appraise the value of the 1st Continental Congress’ actions. 16. Compose a poem or song about someone who warned of British coming (other than Paul Revere). 17. Prepare a news article covering Lexington and Concord. 18. Debate if the 2nd Continental Congress sending the Olive Branch Petition. <ul style="list-style-type: none"> ❑ <u>CLA – Chapter 7 Assessment Open-Response “No Taxation Without Representation.”</u> 8.5.2.2 DOK 3 ❑ Examine the Declaration of Independence by analyzing a copy together as a group, so that they understand the true meaning of the words. 8.1.3.1 DOK 2 ❑ Analyze a section written by Thomas Jefferson and why it was not included in the final draft of the Declaration of Independence. 8.1.1.1 DOK 2 ❑ WP – Create a “Declaration of Independence” of their own (from their parents, school, government, or other approved group), including a preamble, Declaration of Rights, List of Grievances, and Resolution. 8.1.3.1 DOK 2 ❑ Create an annotated and illustrated time line that depicts seven to eight battles of the American Revolution in groups. 8.5.1.1 DOK 3 ❑ Design a Venn diagram illustrating the results of the Treaty of Paris. 8.2.3.2 DOK 2 ❑ <u>CLA – Chapter 8 Assessment – Open-Response – “Reasons for American success.”</u> 8.2.3.2 DOK 2

Grade 8 Social Studies	Unit 6: We The People		Suggested Length: 7 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What are the rights and responsibilities of citizens of the United States, as defined in the Constitution and the Bill of Rights?</p> <p>2. How did culture and social institutions impact the development of the United States Constitution?</p> <p>3. What conflicts arose during the development of the United States Constitution and how were they resolved?</p> <p>4. How did economic issues impact the development of the United States</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>8-H-5 analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War).</i> ❑ <i>8-H-8 understand the development of democratic thought in early America.</i> ❑ <i>8-GC-2 investigate the political process established by the U.S. Constitution, including a system of separation of power with checks and balances and division of power among the states and national government.</i> ❑ <i>8-GC-3 understand how the U.S. Constitution has changed over time to adjust to different needs and situations.</i> ❑ <i>8-GC-4 examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society.</i> <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). DOK 2 	<ul style="list-style-type: none"> ❑ US Constitution ❑ Bill of rights ❑ Republic ❑ Veto ❑ Separation of powers ❑ Federalism ❑ Checks and balances ❑ Amendment ❑ Representative democracy ❑ Direct democracy ❑ Constituent ❑ Duties ❑ Responsibilities ❑ Historical documents ❑ Justice ❑ Equality ❑ Freedom ❑ Citizens ❑ Totalitarian ❑ Laws ❑ Government ❑ Rule of law ❑ Rights ❑ Conflict ❑ Compromise 	<ul style="list-style-type: none"> ❑ Identify supporting details for why the colonists wanted to divide power among branches of government, how they drafted the Articles of Confederation, and how the National government was weak under the Articles of Confederation using a worksheet. 8.1.2.1 DOK 3, 8.5.2.2 DOK 3 ❑ Outline the era under the articles of Confederation including settling the West and economic problems. 8.1.1.2 DOK 3 ❑ Investigate the democratic thoughts of delegates at the Constitutional Convention by completing a Venn Diagram comparing the Virginia and New Jersey Plans and discussing the Great Compromise. 8.1.1.1 DOK 2 ❑ Analyze the political ideas of federalism and separation of powers by listing them and playing a game called “Claim Your Powers.” 8.1.2.2 DOK 3 ❑ <u>CLA - Chapter 9 Assessment – Open-Response – “Speaking Your Mind.”</u> 8.1.1.2 DOK 2 ❑ Examine the goals included in the Preamble to the US Constitution through a classroom discussion and brainstorming session. 8.1.3.1 DOK 2 ❑ Identify statements relating to the House of Representatives, Senate, or both and where they are located in the Constitution. 8.1.2.1 DOK 3 ❑ Use Article II of the Constitution to match fictional headlines to executive powers. 8.1.2.1 DOK 3 ❑ Use Article III of the constitution to identify powers of the Judicial Branch. 8.1.2.1 DOK 3 ❑ Outline Articles IV, VI, and VII of the Constitution. 8.1.3.1 DOK 2 ❑ Explain each amendment in the Bill of Rights on a poster using ten groups; each group will present their amendment. 8.1.1.2 DOK 2 ❑ Apply amendments in the Bill of Rights to real-life situations, by identifying the amendment that matches a

Grade 8 Social Studies	Unit 6: We The People		Suggested Length: 7 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>Constitution?</p> <p>5. What role did geography play in the development of the United States Constitution?</p> <p>6. Why is it important to study the history and development of the United States Constitution?</p>	<ul style="list-style-type: none"> ❑ SS-08-1.1.2 Students will describe and give examples of how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3 ❑ SS-08-1.1.3 Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens. DOK 2 ❑ SS-08-1.2.1 Students will identify the three branches of government, describe their functions and analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. DOK 3 ❑ SS-08-1.2.2 Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. DOK 2 ❑ SS-08-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2 		<p>given scenario and explaining the right that is being violated. 8.1.1.2 DOK 2</p> <ul style="list-style-type: none"> ❑ Research, summarize, and present one of these principles, after being divided into five groups: popular sovereignty, limited government, federalism, separation of powers, or check and balances. 8.1.2.2 DOK 3 ❑ Use a flow chart on how a bill becomes a law to identify the bill-making process and then set up a mock congress where a fictional bill be introduced and followed through final approval or vetoed. 8.1.1.2 DOK 2 ❑ Examine the duties and responsibilities of citizens using a power point presentation and writing a one-page essay on the duty or responsibility of their choice. 8.1.3.2 DOK 2 ❑ Review the powers of each branch of government by watching a video on each branch (History and Functions of Congress, of the Presidency, and of the Supreme Court – VID 351 CON, VID 351 PRE, VID 351 SUP). 8.1.2.1 DOK 3 ❑ Simulate how the US Constitution has changed over time to adjust to different needs and situations by role-playing a delegate at a Constitutional Convention. 8.1.1.3 DOK 2 ❑ Justify their proposed amendment through research and by developing an outline of the most convincing evidence, along with a bibliography of resources. 8.1.1.3 DOK 2 ❑ Debate proposed amendments and amendments up for ratification and vote for or against them. 8.1.1.3 DOK 2 ❑ Accumulate points based on their predictions of which amendments would be accepted by the Rules Committee, Proposed by the Convention, and/or Ratified by the States. 8.1.1.3 DOK 2 ❑ <u>CLA – Complete an open-book test on the United States Constitution (Multiple Choice only.)</u> 8.1.3.1 DOK 2

Grade 8 Social Studies	Unit 6: We The People		Suggested Length: 7 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<ul style="list-style-type: none"> ❑ SS-08-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military). DOK 2 ❑ SS-08-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in development of a new nation. DOK 3 		

Grade 8 Social Studies	Unit 7: Growing Pains		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How did culture and social institutions impact the development of Early American Government?</p> <p>2. How did conflicts arise during the development of Early American Government and how were</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>8-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.</i> ❑ <i>8-H-2 develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction).</i> ❑ <i>8-H-3 recognize cause-and-effect relationships and multiple causes of events in United States history.</i> ❑ <i>8-H-5 analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration,</i> 	<ul style="list-style-type: none"> ❑ Bill of Rights ❑ Democratic ❑ Political corruption ❑ “Great Convergence” ❑ Human migration ❑ Perspective ❑ Interaction 	<ul style="list-style-type: none"> ❑ Complete analogies about establishing a new government. 8.1.1.1 DOK 2 ❑ Develop a panel discussion on the U S government’s efforts to shape a new government and deal with financial problems in a cooperative learning activity. 8.1.1.1 DOK 2, 8.2.3.1 DOK 2 ❑ Complete analogies on how the U S dealt with other nations. 8.2.3.2 DOK 2 ❑ In a cooperative learning activity, students will design the front page of a newspaper reporting Washington’s Farewell Address – including illustrations and editorial comment. 8.1.2.1 DOK 3 ❑ Complete analogies on the development of political parties. 8.2.3.1 DOK 2 ❑ Design a Venn diagram comparing the Federalist and

Grade 8 Social Studies	Unit 7: Growing Pains		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>they resolved?</p> <p>3. How did economic issues impact the development of Early American Government?</p> <p>4. What role did geography play in the development of Early American Government?</p>	<p><i>Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War).</i></p> <ul style="list-style-type: none"> ❑ 8-H-8 understand the development of democratic thought in early America. ❑ 8-GC-2 investigate the political process established by the U.S. Constitution, including a system of separation of power with checks and balances and division of power among the states and national government. ❑ 8-GC-3 understand how the U.S. Constitution has changed over time to adjust to different needs and situations. ❑ 8-GC-4 examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society. ❑ 8-CS-4 analyze social interactions, including conflict and cooperation, among individuals and groups in United States History. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). DOK 2 ❑ SS-08-1.1.2 Students will describe and give examples of how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty, and 		<p>Democratic-Republican parties. 8.1.1.2 DOK 2, 8.2.3.1 DOK 2</p> <ul style="list-style-type: none"> ❑ Complete analogies related to the troubled times the U S experienced under John Adams. 8.2.3.2 DOK 2 ❑ Design a slogan or symbol to represent their assigned political party in groups of two and write an explanation of their design. 8.2.3.1 DOK 2 ❑ <u>CLA – 10 Assessment Open-Response: Separation of Powers and Mesopotamian Inventions (to begin reviewing material covered in 6th and 7th grade.</u> 8.1.2.2 ❑ Identify the supporting details of selected passages when given the main idea about Jefferson becoming president. 8.1.2.1 DOK 3 ❑ In a cooperative learning activity, write dialogue that may have taken place between a Federalist and a Republican on the day Jefferson was inaugurated. 8.2.3.1 DOK 2 ❑ Create analogies with key terms and vocabulary about political parties. 8.1.1.2 DOK 2 ❑ Record the who, what, when, where, why, and how of a given passage about the Louisiana Purchase. 8.5.2.3 DOK 3 ❑ Research and write a report on Aaron Burr’s conspiracy to create a “western empire” concluding with their opinion as to whether Burr was guilty of treason. 8.5.2.3 DOK 3 ❑ Outline the United States’ troubles with France and Britain. 8.2.3.2 DOK 2 ❑ Draw an editorial cartoon conveying their opinion on whether the US should go to war with Great Britain in 1812. 8.2.3.2 DOK 2 ❑ Debate New England’s right to not support war with Great Britain using at least 2 pros and 2 cons. 8.2.3.2 DOK 2 ❑ <u>CLA – 11 Assessment, Open-Response – Goals of the Preamble and Themes of Geography.</u> 8.1.3.1 DOK 2

Grade 8 Social Studies	Unit 7: Growing Pains		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>property of their citizens by making, enacting, and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3</p> <ul style="list-style-type: none"> ❑ SS-08-1.2.1 Students will identify the three branches of government, describe their functions and analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances. DOK 3 ❑ SS-08-1.2.2 Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers. DOK 2 ❑ SS-08-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens. DOK 2 ❑ SS-08-2.3.1 Students will explain how social interactions led to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction. DOK 2 ❑ SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2 ❑ SS-08-5.2.3 Students will explain how the growth of democracy and geographic 		

Grade 8 Social Studies	Unit 7: Growing Pains		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3		

Grade 8 Social Studies	Unit 8: Money, Money		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. What role did Economics play in the development of the United States?</p> <p>2. How has Economics impacted the geography of the United States?</p> <p>3. How has Economics impacted the development of social and cultural institutions?</p> <p>4. What conflicts have been caused by Economic issues in United States history</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ 8-E-1 relate the concept of scarcity (<i>imbalance between unlimited wants and limited resources</i>) to the development of the United States as it applies to individuals, societies, and governments. ❑ 8-E-2 analyze economic systems and economic institutions that developed in early United States history. ❑ 8-E-3 recognize that government regulation impacts the economy in decisions about productive resources (e.g., natural, human, human-made). ❑ 8-E-4 Understand how the desire to earn profits influenced the establishment and growth of economic institutions in early United States history. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources and capital goods) were used. DOK 2 	<ul style="list-style-type: none"> ❑ Market ❑ Supply ❑ Demand ❑ Competition ❑ Scarcity ❑ Capital resources ❑ Natural resources ❑ Human resources ❑ Productivity ❑ Food distribution ❑ Economic systems ❑ Investments ❑ Productive resources ❑ Consumption ❑ Industry ❑ Stock ❑ Economic institutions ❑ Economic principles ❑ Globalization of the economy ❑ Financial cooperatives ❑ Opportunity costs ❑ Global effects ❑ Profit ❑ Money ❑ Interdependence ❑ Developed country ❑ Population density 	<ul style="list-style-type: none"> ❑ Compare economic systems by viewing videos (Capitalism-VID 320.05 CAP, Socialism-VID 320.5 SOC, and Communism-VID 320.5 COM) and completing a graphic organizer. 8.3.1.2, 8.3.2.1 DOK 2, 8.3.3.2, 8.3.4.3 DOK 2 ❑ Perform a skit about Tickle-Me-Elmo and answer questions regarding supply, demand, competition, and scarcity. 8.3.1.1 DOK 2, 8.3.3.1 DOK 2, 8.3.3.3 ❑ Predict events that will follow the discovery of gold in Gold Town, USA activity related to productive resources. 8.3.2.2, 8.3.3.1 DOK 2, 8.3.4.1 DOK 2, 8.4.4.4 ❑ Create Friendship Pins in a mock factory situation and calculate the productivity and cost of production. Write a summary paragraph about their business. 8.3.1.2, 8.3.4.2 DOK 2 ❑ Illustrate food production compared to population on different continents using the Global Cookies activity and outline possible solutions to distributing food more equally. 8.3.1.1 DOK 2, 8.4.4.4 ❑ <u>WP</u> – Using their outline, write a magazine article detailing their possible solutions to the unequal distribution of food, compared to population. 8.3.1.1 DOK 2 ❑ <u>CLA</u> – <u>Economics Assessment, Open-Response – Economic Effects of Droughts on Kentucky.</u> 8.3.1.1 DOK 2

Grade 8 Social Studies	Unit 8: Money, Money		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>and how have they been resolved?</p> <p>5. Why is it important to study the Economic development of the United States?</p>	<ul style="list-style-type: none"> ❑ SS-08-3.1.2 Students will identify how financial decisions (considering finance and opportunity cost) by individuals and groups impacted historical events in U.S. History prior to Reconstruction. ❑ SS-08-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction. DOK 2 ❑ SS-08-3.2.2 Students will explain how profit motivated individuals and groups to take risks in producing goods and services in the early United States prior to Reconstruction and influenced the growth of a free enterprise system. ❑ SS-08-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2 ❑ SS-08-3.3.2 Students will explain how money (unit of account) was used to express the market value of goods and services and how money made it easier to trade, borrow, invest and save in the United States prior to Reconstruction. ❑ SS-08-3.3.3 Students will explain how competition among buyers and sellers impacted the price of goods and services in the United States prior to Reconstruction. ❑ SS-08-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction. DOK 2 ❑ SS-08-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the 	<ul style="list-style-type: none"> ❑ Cooperatives ❑ Entrepreneur 	

Grade 8 Social Studies	Unit 8: Money, Money		Suggested Length: 2 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>United States prior to Reconstruction. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-08-3.4.3 Students will explain how personal, national and international economic activities are interdependent in the United States prior to Reconstruction. DOK 2 ❑ SS-08-4.4.4 Students will compare and contrast different perspectives (viewpoints) that people have about how to use land (e.g., farming, industrial, residential, recreational) in the United States prior to Reconstruction. 		

Grade 8 Social Studies	Unit 9: It's Time For A Change		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>1. How did the rights of United States citizens conflict with the rights of Native Americans as the United States Changed and expanded geographically and politically?</p> <p>2. How did cultural and social institutions develop and Change in the United States</p>	<p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ 8-H-1 use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history. ❑ 8-H-2 develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction). ❑ 8-H-4 examine the impact of significant individuals and groups in early United States history. ❑ 8-H-5 analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War). ❑ 8-H-7 examine the impact of technological 	<ul style="list-style-type: none"> ❑ Industrial Revolution ❑ Sectionalism ❑ Migrate ❑ Ethnic groups ❑ Social institutions ❑ Perspective ❑ Interaction ❑ “Great Convergence” ❑ Human migration ❑ Gender ❑ Race ❑ Centralization ❑ Dispersion ❑ Progressive Movement ❑ Elements of culture ❑ Manifest Destiny 	<ul style="list-style-type: none"> ❑ Produce a multi-media presentation for the class in cooperative learning groups related to: <ol style="list-style-type: none"> 1) Industrial Change 8.3.4.3 DOK 2, 8.4.2.2 DOK 2, 8.5.2.4 DOK 3 2) Geographical Change 8.4.2.2 DOK 2, 8.4.3.1 DOK 2, 8.4.3.2 DOK 3, 8.4.4.2, 8.5.2.1 DOK 3, 8.5.2.3 DOK 3, 8.5.2.4 DOK 3 3) Political Change 8.2.3.2 DOK 2, 8.5.2.3 DOK 3, 8.5.2.4 DOK 3 4) Cultural Change 8.2.1.1 DOK 2, 8.5.2.1 DOK 3, 8.5.2.4 DOK 3 5) Social Change 8.2.2.1, 8.5.2.1 DOK 3, 8.5.2.4 DOK 3 ❑ Design a cooperative learning classroom activity to be completed by other students related to: <ol style="list-style-type: none"> 6) Industrial Change 8.3.4.3 DOK 2, 8.4.2.2 DOK 2, 8.5.2.4 DOK 3 7) Geographical Change 8.4.2.2 DOK 2, 8.4.3.1 DOK

Grade 8 Social Studies	Unit 9: It's Time For A Change		Suggested Length: 3 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>during the early 1800's?</p> <p>3. In what ways has conflict resulted from the migration and settlement of people as they expanded across the continent, and how wee they resolved?</p> <p>4. Why is it important to study the idea of Manifest Destiny?</p>	<p><i>advances on early United States history.</i></p> <ul style="list-style-type: none"> ❑ <i>8-G-1 examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States.</i> ❑ <i>8-G-2 explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States.</i> ❑ <i>8-G-3 examine how early United States history was influenced by the physical environment (e.g., natural barriers, natural disasters, natural resources).</i> ❑ <i>8-G-4 investigate how Americans used technology, especially in early American history, to modify the environment.</i> ❑ <i>8-GC-4 examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society.</i> ❑ <i>8-CS-1 examine how culture in the United States has been influenced by language, literature, arts, beliefs, and behavior of people in America's past.</i> ❑ <i>8-CS-2 investigate how social institutions addressed human needs in early United States history.</i> ❑ <i>8-CS-3 analyze social interactions among diverse groups and individuals in United States history.</i> ❑ <i>8-CS-4 analyze social interactions, including conflict and cooperation, among individuals and groups in United States History.</i> 		<p>2, 8.4.3.2 DOK 3, 8.4.4.2, 8.5.2.1 DOK 3, 8.5.2.3 DOK 3, 8.5.2.4 DOK 3</p> <p>8) Political Change 8.2.3.2 DOK 2, 8.5.2.3 DOK 3, 8.5.2.4 DOK 3</p> <p>9) Cultural Change 8.2.1.1 DOK 2, 8.5.2.1 DOK 3, 8.5.2.4 DOK 3</p> <p>10) Social Change 8.2.2.1, 8.5.2.1 DOK 3, 8.5.2.4 DOK 3</p> <ul style="list-style-type: none"> ❑ Create an individual activity addressing learning styles to be completed by fellow students related to: <ul style="list-style-type: none"> 11) Industrial Change 8.3.4.3 DOK 2, 8.4.2.2 DOK 2, 8.5.2.4 DOK 3 12) Geographical Change 8.4.2.2 DOK 2, 8.4.3.1 DOK 2, 8.4.3.2 DOK 3, 8.4.4.2, 8.5.2.1 DOK 3, 8.5.2.3 DOK 3, 8.5.2.4 DOK 3 13) Political Change 8.2.3.2 DOK 2, 8.5.2.3 DOK 3, 8.5.2.4 DOK 3 14) Cultural Change 8.2.1.1 DOK 2, 8.5.2.1 DOK 3, 8.5.2.4 DOK 3 15) Social Change 8.2.2.1, 8.5.2.1 DOK 3, 8.5.2.4 DOK 3 ❑ CLA – Develop a CATS-like assessment (multiple choice and open-response) to be completed by fellow students, scoring guide included. ❑ Present lesson on assigned change in the 1800's topic with their cooperative group in a jigsaw fashion related to: <ul style="list-style-type: none"> 16) Industrial Change 8.3.4.3 DOK 2, 8.4.2.2 DOK 2, 8.5.2.4 DOK 3 17) Geographical Change 8.4.2.2 DOK 2, 8.4.3.1 DOK 2, 8.4.3.2 DOK 3, 8.4.4.2, 8.5.2.1 DOK 3, 8.5.2.3 DOK 3, 8.5.2.4 DOK 3 18) Political Change 8.2.3.2 DOK 2, 8.5.2.3 DOK 3, 8.5.2.4 DOK 3 19) Cultural Change 8.2.1.1 DOK 2, 8.5.2.1 DOK 3, 8.5.2.4 DOK 3 20) Social Change 8.2.2.1, 8.5.2.1 DOK 3, 8.5.2.4

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-2.1.1 Students will explain how the elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives. DOK 2 ❑ SS-08-2.2.1 Students will compare how cultures (United States prior to Reconstruction) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior. ❑ SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2 ❑ SS-08-3.4.3 Students will explain how personal, national and international economic activities are interdependent in the United States prior to Reconstruction. DOK 2 ❑ SS-08-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available. DOK 2 ❑ SS-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs. DOK 2 ❑ SS-08-4.3.2 Students will explain why and give examples of how human populations 		<p style="text-align: center;">DOK 3</p> <ul style="list-style-type: none"> ❑ Reflect on the success of their presentation, by writing a one-page reflection. ❑ Participate in the group presentations by completing the group activity, individual activity, and CATS-like assessment for each; except the one they present.

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Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<p>changed and/or migrated because of factors such as war, disease, economic opportunity, and technology in the United States prior to Reconstruction. DOK 3</p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-08-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction. <input type="checkbox"/> SS-08-5.2.1 Students will explain events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events. DOK 3 <input type="checkbox"/> SS-08-5.2.3 Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3 <input type="checkbox"/> SS-08-5.2.4 Students will describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3 		

Grade 8 Social Studies	Unit 10: United We Stand, Divided We Fall		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
	<u>Program of Studies</u>		
1. How did the	<input type="checkbox"/> 8-H-1 use a variety of tools (e.g., primary and	<input type="checkbox"/> Sectionalism	<input type="checkbox"/> Simulate the Civil War by assuming the roles of an army

Grade 8 Social Studies	Unit 10: United We Stand, Divided We Fall		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
<p>rights of citizens from different sections come into conflict during the American Civil War?</p> <p>2. How did culture and social institutions impact the American Civil War and Reconstruction?</p> <p>3. How did economic issues impact the development, progress, and end of the American Civil War and Reconstruction?</p> <p>4. What role did geography play in the development of the American Civil War and Reconstruction?</p> <p>5. Why is it important to study the history of the</p>	<p><i>secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.</i></p> <ul style="list-style-type: none"> ❑ 8-H-2 develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction). ❑ 8-H-3 recognize cause-and-effect relationships and multiple causes of events in United States history. ❑ 8-H-4 examine the impact of significant individuals and groups in early United States history. ❑ 8-GC-4 examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society. ❑ 8-CS-4 analyze social interactions, including conflict and cooperation, among individuals and groups in United States History. <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-08-2.3.1 Students will explain how social interactions led to conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2 ❑ SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States 	<ul style="list-style-type: none"> ❑ Reconstruction ❑ Cause ❑ Effect ❑ Conflict ❑ Multiple causation ❑ Compromise ❑ Historical documents ❑ Race ❑ Perspective 	<p>identity and a home identity in a cooperative learning activity. 8.5.2.4 DOK 3</p> <ul style="list-style-type: none"> ❑ Participate in army routines; including Reveille, role call, and marching drills. 8.5.2.4 DOK 3 ❑ Label a map with Civil War places, to become familiar with where events were happening. 8.4.1.1 DOK 3 ❑ Summarize information about each year’s events as it is received from the telegraph operator. 8.2.3.1 DOK 2 ❑ Present a skit of interviews with common soldiers and answer questions related to the skit. 8.2.3.2 DOK 2 ❑ Roll Destiny Dice to simulate situations beyond their control and record resulting gains or loses of points. 8.5.1.2 DOK 3 ❑ Participation in Battle Jeopardy, as a way to review the year’s events. 8.5.2.4 DOK 3 ❑ Play combat cards (similar to the card game War) to review ranks, army size, and weapon powers and also to simulate battle. 8.2.3.2 DOK 3 ❑ Summarize the highlights of one important battle from each year. 8.5.1.2 DOK 3 ❑ Write journal entries or letters to and from their army or home identities, including recent historical events and four vocabulary words. 8.5.1.1 DOK 3 ❑ Role-play a field hospital simulation, followed up by a short writing on the topic of their choice from a given list. 8.5.2.4 DOK 3 ❑ Re-enact Abraham Lincoln’s assassination through pantomime and narration. 8.5.1.2 DOK 3 ❑ Write a reaction to the simulation. 8.5.1.1 DOK 3 ❑ <u>CLA – Civil War Test, Open-Response – Tensions Between North and South.</u> 8.5.1.2 DOK 3

Grade 8 Social Studies	Unit 10: United We Stand, Divided We Fall		Suggested Length: 6 weeks
Essential Questions	<i>Program of Studies</i> and Core Content	Key Terms and Vocabulary	Classroom Instruction and <u>Assessment</u> Student will:
American Civil War and Reconstruction?	<p>prior to Reconstruction. DOK 2</p> <ul style="list-style-type: none"> ❑ SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in United States history prior to Reconstruction. DOK 3 ❑ SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions, and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. DOK 3 ❑ SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3 ❑ SS-08-5.2.4 Students will describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3 		