

Students in the eighth grade will continue to use skills of historical and geographical analysis to explore the early history of the United States and understand ideas and events that strengthened the union. The standards for this course relate to the history of the United States from the early colonial period through Reconstruction. Students should continue to learn fundamental concepts in civics, economics, and geography within the context of United States history. They will also study documents and speeches that laid the foundation of American ideals and institutions and will examine the everyday life of people at different times in the country's history through the use of primary and secondary sources. The study of history must emphasize the intellectual skills required for responsible citizenship. Students practice these skills as they extend their understanding of the essential knowledge defined by all of the standards for history and social science.

Quarter					Concepts and Skills	Graphs, Charts, Tables, Maps, Globes	Instructional Shifts						
1	2	3	4	Informational Text			Close Read Strategy	Tier II Vocab	Evidence Based	Research & Media Skills	Writing Element	Speaking Element	
					CATHOLIC IDENTITY								
				SS.8.1	The student will demonstrate skills that will complement the scope of social studies, including the ability to:								
				SS.8.1a	Incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum:								
					i. Life and dignity of the human person								
					ii. Call to family community and participation								
					iii. Rights and responsibilities								
					iv. Options for the poor and vulnerable								
					v. The dignity of work and the rights of workers								
					vi. Solidarity								
					vii. Care for God's creation								
				SS.8.1b	Employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics								
				SS.8.1c	Integrate writing skills into the curriculum, as well as making links to other curriculum areas								
				SS.8.1d	Recognize and discuss current events material and its application to the course of studies								
				SS.8.1e	Incorporate virtues designated for this grade level (Prudence, Integrity, Loyalty, Optimism)								
				SS.8.1f	Identify prominent Catholics during this period of history including their positions and challenges impacted by the political and social issues of their times								

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1	2	3	4									
				SOCIAL STUDIES SKILLS*								
				<i>*SS.8.2 categories include review from previous grades' skills</i>								
				SS.8.2 The student will integrate skills for historical and geographical analysis, including the ability to:								
				SS.8.2a Use parallels of latitude and meridians of longitude to describe hemispheric location								
				SS.8.2b Analyze and interpret maps that include major physical features								
				SS.8.2c Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1877								
				SS.8.2d Make connections between past and present								
				SS.8.2e Interpret ideas and events from different perspectives								
				i. urban and rural dwellers								
				ii. labor								
				iii. women								
				iv. minorities								
				SS.8.2f Evaluate and debate issues orally and in writing								
				SS.8.2g Interpret and use								
				i. patriotic slogans								
				ii. excerpts from notable speeches and documents								
				iii. maps and pictures								
				SS.8.2h Sequence events in United States history from early colonial period to Reconstruction								
				SS.8.3 Using various resources, students will:								
				SS.8.3a Locate the seven continents								
				SS.8.3b Locate the 50 states and the cities most significant to the historical development of the United States								

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1	2	3	4									
				SS.8.3c	Locate and describe the geographic regions of North America:							
					i. Coastal Plain							
					ii. Appalachian Mountains							
					iii. Canadian Shield							
					iv. Interior Lowlands							
					v. Great Plains							
					vi. Rocky Mountains							
					vii. Basin and Range							
					viii. Coastal Range							
				SS.8.3d	Locate and identify the water features important to the early history of the United States:							
					i. Great Lakes							
					ii. Mississippi River							
					iii. Missouri River							
					iv. Ohio River							
					v. Columbia River							
					vi. Colorado River							
					vii. Rio Grande							
					viii. Atlantic Ocean							
					ix. Pacific Ocean							
					x. Gulf of Mexico							
				SS.8.3e	Explaining how physical features and climate influenced the movement of people westward							
				SS.8.3f	Explaining relationships among							
					i. natural resources							
					ii. settlements							
					iii. transportation							
					<i>SOCIAL STUDIES DOCUMENTS AND DATES</i>							
				SS.8.4	The student will show an understanding of the history, meaning, and contemporary relevance of documents:							
					i. Declaration of Independence							
					ii. Constitution of the United States							

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1	2	3	4		Graphs, Charts, Tables, Maps, Globes	Informational Text	Close Read Strategy	Tier II Vocab	Evidence Based	Research & Media Skills	Writing Element	Speaking Element
				iii. Emancipation Proclamation								
				iv. Gettysburg Address								
				SS.8.5 The student will analyze and understand American beliefs and principles reflected in historical documents including:								
				i. Magna Carta								
				ii. the English Bill of Rights								
				iii. the Mayflower Compact								
				iv. the Federalist Papers								
				v. the strengths and weaknesses of the Articles of Confederation								
				SS.8.6 The student will explain the significance of key dates:								
				i. 1607 – Founding of Jamestown								
				ii. 1620 – Arrival of the Pilgrims and signing of the Mayflower Compact								
				iii. 1776 – Adoption of the Declaration of Independence								
				iv. 1787 – Writing of the U.S. Constitution								
				v. 1803 – Louisiana Purchase								
				vi. 1861-1865 – Civil War								
				EXPLORATION AND COLONIZATION ERA								
				SS.8.7 The student will demonstrate knowledge of European exploration in North America:								
				SS.8.7a Describing cultural interactions between Europeans and American Indians (First Americans) that led to cooperation and conflict								
				SS.8.7b Identifying the location and describing the characteristics of West African societies and the origins of the slave trade								
				SS.8.7c Describing the motivations, obstacles, and accomplishments of the Spanish, French, Portuguese, and English explorations								
				i. Christopher Columbus								
				ii. Leif Ericsson								

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1	2	3	4					Tier II Vocab	Evidence Based	Research & Media Skills	Writing Element	Speaking Element
				iii. Fray Bartolome de las Casas								
				iv. Jacques Marquette								
				SS.8.8 The student will demonstrate knowledge of the factors that shaped colonial America by:								
				SS.8.8a Comparing and contrasting life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment								
				SS.8.8b Describing the religious and economic events and conditions that led to the colonization of America including key religious figures:								
				i. Charles and Daniel Carroll								
				ii. John Carroll								
				iii. Elizabeth Ann Seton								
				SS.8.8c Describing the accomplishments of significant individuals during the colonial period including:								
				i. William Bradford								
				ii. Anne Hutchison								
				iii. William Penn								
				iv. John Smith								
				v. Roger Williams								
				vi. John Wise (optional)								
				SS.8.8d Identifying the political and economic relationships between the colonies and Europe								
				SS.8.8e Analyze the importance to the growth of representative government of the following:								
				i. the Mayflower Compact								
				ii. the Fundamental Orders of Connecticut								
				iii. the Virginia House of Burgess								
				THE AMERICAN REVOLUTION ERA								
				SS.8.9 The student will demonstrate knowledge of the causes and results of the American Revolution by:								
				SS.8.9a Analyzing causes of the American Revolution including:								

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1	2	3	4			Informational Text	Close Read Strategy	Tier II Vocab	Evidence Based	Research & Media Skills	Writing Element	Speaking Element
				i. Proclamation of 1763								
				ii. Boston Massacre								
				iii. Boston Tea Party								
				iv. Sugar, Quartering, and Tea Acts								
				v. The Intolerable Acts								
				vi. The Stamp Act								
				vii. mercantilism								
				viii. lack of representation in Parliament								
				ix. British economic policies following the French and Indian War								
				SS.8.9b Describing key events, aspects, and the roles of significant individuals in the American Revolution including:								
				i. Benjamin Franklin								
				ii. Sons of Liberty								
				iii. King George III								
				iv. Thomas Jefferson								
				v. Thomas Paine/Common Sense								
				vi. George Washington								
				SS.8.9c Identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence, with emphasis on the ideas of John Locke								
				SS.8.9d Analyze the arguments for and against ratification								
				A NEW NATION								
				SS.8.10 The student will demonstrate knowledge of the challenges faced by the new nation by:								
				SS.8.10a Describing major domestic problems such as:								
				i. maintaining national security								
				ii. building a military								
				iii. creating a stable economic system								
				iv. setting up the court system								
				v. defining the authority of the central government								

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				SS.8.10b	Identifying the basic principles of the new government established by the Constitution of the United States and the Bill of Rights with special emphasis on the purpose of the Constitution as stated in its Preamble							
				SS.8.10c	Identifying the conflicts that resulted in the emergence of political parties							
				SS.8.10d	Identifying and describing key events and the role of key individuals such as:							
					i. the foreign policies of presidents Washington through Monroe							
					ii. the impact of Washington’s Farewell Address							
					iii. the impact of the Monroe Doctrine							
					iv. the impact of the election of Andrew Jackson, including expanded suffrage							
					v. analyze the reasons for the removal and resettlement of Cherokee Indians including:							
					a. the Indian Removal Act							
					b. Worcester v. Georgia							
					c. the Trail of Tears							
				SS.8.11	The student will demonstrate knowledge of the American constitutional government by:							
				SS.8.11a	Explaining the relationship of state governments to the national government in the federal system							
				SS.8.11b	Describing the structure and powers of							
					i. local							
					ii. state							
					iii. national governments							
				SS.8.11c	Explaining the principle of							
					i. separation of power							
					ii. checks and balances							
				SS.8.11d	Identifying the procedures for amending the Constitution of the United States							

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				SS.8.12 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by:								
				SS.8.12a Explaining the lawmaking process								
				SS.8.12b Describing the roles and powers of the executive branch								
				SS.8.12c Examining the impact of the media on public opinion and public policy								
				SS.8.12d Describing how individuals and interest groups influence public policy								
				SS.8.13 The student will demonstrate knowledge of the judicial systems established by the State Constitution and the Constitution of the United States by:								
				SS.8.13a Describing the organization and jurisdiction								
				i. federal courts								
				ii. state courts								
				SS.8.13b Describing the exercise of judicial review								
				SS.8.13c Explaining court proceedings								
				i. civil cases								
				ii. criminal cases								
				SS.8.13d Explaining how “due process” protections attempt to ensure justice								
				SS.8.14 The student will summarize the issues, decisions and significance of landmark Supreme Court cases and decisions including:								
				i. Marbury v. Madison								
				ii. McCulloch v. Maryland								
				iii. Gibbons v. Ogden								
				iv. Dred Scott v. Sanford								
				WESTWARD EXPANSION ERA								
				SS.8.15 The student will demonstrate knowledge of westward expansion and its effects on the political, economic, and social development of the nation by:								

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1	2	3	4									
				SS.8.15a	Understanding and explaining the political, economic, and social roots of Manifest Destiny							
				SS.8.15b	Describing territorial expansion and how it affected the political map of the United States with emphasis on							
					i. The Northwest Ordinance							
					ii. Louisiana Purchase							
					iii. Lewis and Clark expedition							
					iv. Acquisition							
					a. Florida							
					b. Texas							
					c. Oregon							
					d. California							
				SS.8.15c	Causes and effects of the U.S. – Mexican War							
				SS.8.15d	Describing the impact of inventions on life in America							
					i. cotton gin							
					ii. reaper							
					iii. steamboat							
					iv. steam locomotive							
				SS.8.15e	Identifying the geographic, religious and economic factors that influenced the westward movement of settlers							
				SS.8.15f	Identifying the main ideas							
					i. abolitionist movement							
					ii. suffrage movements							
				SS.8.15g	Describe the roles of significant individuals including:							
					i. Harriet Tubman							
					ii. Susan B. Anthony							
				SS.8.15h	Describing the provisions and comparing the effects of congressional conflicts and compromises prior to the Civil War, including: *also covered in SS.8.16d							
					i. John Quincy Adams							

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1	2	3	4									
				ii. John C. Calhoun								
				iii. Henry Clay								
				iv. Daniel Webster								
				v. Wilmot Proviso								
				vi. Compromise of 1850								
				THE CIVIL WAR								
				SS.8.16 The students will demonstrate knowledge of the causes, major events, and effects of the Civil War by:								
				SS.8.16a Identifying on a map the states that seceded from the Union and those that remained in the Union								
				SS.8.16b Using maps to explain critical developments in the war, including major battles and events such as:								
				i. Battle of Antietam								
				ii. Battle of Gettysburg								
				iii. Battle of Vicksburg								
				iv. the announcement of the Emancipation Proclamation								
				v. Lee's surrender at Appomattox Court House								
				vi. the assassination of Abraham Lincoln								
				SS.8.16c Describing the impact of policies and cultural issues that divided the nation including								
				i. tariff policies on different sections of the United States								
				ii. slavery on different sections of the United States								
				SS.8.16d Describing the provisions and comparing the effects of congressional conflicts and compromises prior to the Civil War, including: *also covered in SS.8.15h								
				i. John Quincy Adams								
				ii. John C. Calhoun								
				iii. Henry Clay								
				iv. Daniel Webster								
				v. Wilmot Proviso								

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1	2	3	4									
				vi. Compromise of 1850								
				SS.8.16e Describing the roles of significant individuals including:								
				i. Abraham Lincoln								
				ii. Jefferson Davis								
				iii. Ulysses S. Grant								
				iv. Robert E. Lee								
				v. and others in events leading to and during the war								
				SS.8.16f Explaining how the issues of states' rights and slavery increased sectional tensions analyzing two important documents of the time								
				i. Emancipation Proclamation								
				ii. Gettysburg Address								
				SS.8.16g Comparing and contrasting the ideas contained in Jefferson Davis' inaugural address and Abraham Lincoln's ideas about liberty, equality, union and government as contained in his first and second inaugural addresses and the Gettysburg Address								
				SS.8.16h Identifying prominent Catholics during this time period								
				i. Chief Justice Taney								
				ii. Philip Sheridan								
				iii. Pierre Gustave Toutant Beauregard								
				iv. Father Abram J. Ryan								
				v. Religious Communities of Women								
				vi. John Nepomucene Neumann								
				THE RECONSTRUCTION ERA								
				SS.8.17 The student will demonstrate knowledge of the effects of Reconstruction on America by:								
				SS.8.17a Explaining the impeachment of Andrew Johnson								
				SS.8.17b Evaluate legislative reform programs of the Radical Reconstruction Congress and reconstructed state governments								

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				SS.8.17c	Evaluate the impact of the election of Hiram Rhodes Revels							
				SS.8.17d	Identify the effects of legislative acts such as the Homestead Act, the Dawes Act, and the Morrill Act							
				SS.8.17e	Identifying provisions of the 13 th , 14 th , and 15 th Amendments to the Constitution of the United States and their impact on the expansion of freedom in America							