
Social Studies Curriculum

PASCO SCHOOL DISTRICT #1

8th Grade: U.S. History & Government

In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The recommended context for developing this understanding is U.S. history and government, 1776 to 1900. Students explore the ideas, issues, and events from the framing of the Constitution up through Reconstruction and industrialization. After reviewing the founding of the United States, particularly the Constitution, students explore the development of politics, society, culture, and economy in the United States to deepen conceptual understandings in civics, geography, and economics. In particular, studying the causes and consequences of the Civil War helps them to comprehend more profoundly the rights and responsibilities of citizens in a culturally diverse democracy.



Washington State Social Studies Unit Outlines—Eighth Grade

In keeping with district instructional goals, eighth grade students obtain social studies instruction as a component of the History/Language Arts Block. Using the classroom structures of Balanced Literacy and using Guided Language Acquisition Design (GLAD) strategies, students will receive instruction in the content area of US History while furthering their reading and writing skills.

Established Goals for 8th Grade Social Studies:

Students will understand how themes and developments help to define eras in U.S. history from 1776-1900 and evaluate efforts to reduce discrepancies between key ideals and reality in the United States.

First Semester	Major Projects/Assessments*
US—Fighting for Independence and Framing the Constitution (1776-1815)	
US—Slavery, Expansion, Removal, and Reform (1801-1850)	
Second Semester	Major Projects/Assessments*
US—Civil War and Reconstruction (1850-1877)	
US—Development and Struggles in the West, Immigration, Industrialization, and Urbanization (1870-Present)	“Constitutional Issues” District-wide Classroom Based Assessment
US—Looking Forward	
* Projects vary from school to school in order to best serve the academic needs of the students while maintaining high standards.	

US Fighting for Independence and Framing Constitution (1776-1815)
APX. 40 DAYS

This unit will focus on:

- The origins and continuing influence of the key ideals of the Declaration of Independence and the Constitution.
- How the United States became a nation and what issues the young nation faced.
- How the United States became a democratic republic.
- How power and responsibility are distributed, shared, and limited in the government established by the United States constitution.

By the end of the unit students will know:

- Key ideals and principles outlined in the Declaration of Independence, including life, liberty, and the pursuit of happiness, the U.S. Constitution, including the rule of law, separation of powers, representative government, and popular sovereignty, and the Bill of Rights, including due process and freedom of expression.

At the end of the unit, students will be able to:

- Analyze how the environment has affected people and how people have affected the environment in the United States in the past or present.
- Explain how the U.S. government includes concepts of both a democracy and a republic.
- Analyze migration as a catalyst on the growth of the United States in the past or present.

Common Content Vocabulary for this Unit:

Anti-Federalist	Articles of Confederation	federalism
Federalist	privateer	republicanism

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.1.1	3.2.1
1.2.3	3.2.3

Core Materials for this Unit:
McDougal Littell: Creating America
Unit 2, Chapters 6, 7 & 8

US Slavery, Expansion, Removal, and Reform (1801-1850) APX. 48 DAYS

This unit will focus on:

- The legacy of slavery for people living in the United States.
- How the United States expanded and the social, political, and cultural impact of this expansion?
- The progress made toward social, political, and economic reforms?

By the end of the unit students will know:

- How cultures and cultural groups have contributed to U.S. history (1776-1900)
- The influence of the U.S. government's taxation, creation of currency, and tariffs in the past or present.
- And analyze the distribution of wealth and sustainability of resources in the United States in the past or present.
- And analyze the structure and powers of government at the national level.

At the end of the unit, students will be able to:

- Understands cultural diffusion in the United States from the past or in the present
- Understand and analyze how the forces of supply and demand have affected international trade in the United States in the past or present.
- Evaluate the effectiveness of the system of checks and balances in the United States based on an event.
- Understand reasons based on evidence for a position on an issue or event.
- Evaluate the logic of reasons for a position on an issue or event.
- Use sources within the body of the work to support positions in a paper or presentation
- Use appropriate format to cite sources within an essay or presentation.

Common Content Vocabulary for this Unit:

abolition	Industrial Revolution	Louisiana Purchase
Manifest Destiny	sectionalism	Trail of Tears

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.2.1	3.2.2
1.2.2	4.1.2
2.2.2	5.1.2
2.3.1	5.4.1
2.4.1	5.4.2

Core Materials for this Unit:
McDougal Littell: Creating America
Unit 3, Chapter 10 & 11
Unit 4, Chapter 12, 13 & 14

US Civil War and Reconstruction (1850-1877)

APX. 49 DAYS

This unit will focus on:

- How the United States has dealt with conflict within its own borders and the legacies of these conflicts
- The causes and consequences of the Civil War?

By the end of the unit students will know:

- And analyze how individuals and movements have shaped US history (1776-1900)
- And analyze how technology and ideas have impacted US history (1776-1900)

At the end of the unit, students will be able to:

- Analyze and interpret historical materials from a variety of perspectives in US history (1776-1900)
- Analyze multiple causal factors to create positions on major events in US history (1776-1900)

Common Content Vocabulary for this Unit:

Civil War Amendments	Conscription	Emancipation Proclamation
Freedmen's Bureau	reconstruction	secede
sharecropping		

Student's knowledge will be assessed using the following:

Core Materials for this Unit:
McDougal Littell: Creating
America
Unit 5, Chapters 15, 16, 17 &
18

Washington State Grade Level Expectations (GLEs):

4.1.2	4.3.1
4.2.1	4.3.2
4.2.3	

US Development and Struggles in the West, Immigration, Industrialization, and Urbanization (1870-1900)
 APX. 14 DAYS

This unit will focus on:

- How does the U.S. government conduct relations with other nations and international organization?
- How did industrialization, immigration, migration, and urbanization affect the United States to 1900?

By the end of the unit students will know:

- That learning about the geography of the United States helps us understand the global issue of diversity.
- How the forces of supply and demand have affected the production, distribution, and consumption of goods, services, and resources in the United States in the past or present.

At the end of the unit, students will be able to:

- Understand and analyze physical and cultural characteristics of places and regions in the United States from the past or in the present.
- Analyze examples of how groups and individuals have considered profit and personal values in making economic choices in the past or present.
- Analyze how the United States has interacted with other countries in the past or present.
- Analyze how a historical event in United States history helps us to understand a current issue.

Common Content Vocabulary for this Unit:

Homestead Act Imperialism progressivism

Segregation

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.3.1	3.3.1
2.1.1	4.1.2
2.2.1	4.4.1
3.1.2	

Core Materials for this Unit:
 McDougal Littell: Creating America
 Unit 5, Chapter 19

US Looking Forward APX. 4 DAYS

This unit will focus on:

- The rights and responsibilities of U.S. citizens
- How citizens participate in civic life
- How we balance individual rights and the common good

By the end of the unit students will know:

- How to analyze an issue that attempts to balance individual rights and the common good

At the end of the unit, students will be able to:

- Evaluate efforts to reduce discrepancies between key ideals and reality in the United States including:
 - How amendments to the Constitution have sought to extend rights to new groups; and
 - How key ideals and constitutional principals set forth in fundamental documents relate to public issues.
- Create and use research questions that are tied to an essential question to focus inquiry on an issue.
- Evaluate the logic of positions in primary and secondary sources to interpret an issue or event.
- Apply key ideals outlined in fundamental documents to clarify and address public issues in the context of a discussion.

Common Content Vocabulary for this Unit:

Student's knowledge will be assessed using the following:

Washington State Grade Level Expectations (GLEs):

1.1.2	5.2.2
1.4.1	5.3.1
5.2.1	

Core Materials for this Unit:
McDougal Littell: Creating America
Special Report: Terrorism and the War in Iraq

Months	August	September	October	November	December	January	February	March	April	May	June
Events that take away instruction time		MAP testing Writing Prompt	QRI/MFC	5-Early release (conferences) QRI/MFC			WLPT SUPERA	5-Early release (Conferences) SUPERA Writing Prompt (tbd)	WASL 3 Weeks	QRI/MFC MAP testing	
# Instr>days	1/1	21/18	22/22	18/15.5	14/14	19/19	19/18	20/16.5	20/15	18/15	9/9
Social Studies Unit	US fighting for Independence And Framing the Constitution (1776-1815) 40 days		US Slavery, Expansion, Removal, and Reform (1801-1850) 48 days		US Civil War and Reconstruction (1850-1877) 49 days		US Civil War and Reconstruction (1850-1877) 49 days		US Development and Struggles in the West, Immigration, Industrialization, and Urbanization (1870-1900) 14 days		US Looking Forward 4 days
Writing Focus	Expository – Factual										
Spelling											
Reading Focus											
Oral Language Focus											
1 s t Q U A R T E R E N D S											
W I N T E R B R E A K											
S E M E S T E R E N D											
3 r d Q U A R T E R E N D S											