

8th Grade Social Studies

Social Studies			
Timeline (# of days)	Topic	Standards	Key Vocabulary
15	☐ Geography	8.G.1.1 8.G.1.2 8.G.1.3	Location, movement, human characteristics, settlement patterns, coastal plains, mountains, climate, place, region, human-environment interaction, Outer banks, elevation, Tide Water, natural resources, physical characteristics, Piedmont, fall line
15	☐ Colonization	8.H.1.1 8.H.1.2 8.H.1.3 8.H.1.4 8.H.1.5 8.C.1	Colonization, society, class, mercantilism, Puritans, slavery, Separatist, Squanto, Roanoke, King James, tobacco, plantation, migration, protestant, pilgrims, John White, Wanchese, Jamestown, proprietor, indentured, Columbian Exchange, Sir Walter Raleigh, Puritan, Croatoan, Queen Elizabeth, cash crops
15	☐ Revolution	8.C&G.1	% Compromise, , treaty, legislation, loyalists, feral system, revolt, protest, amendment, Tories, Constitution, conflict, debate, boycott, minutemen, patriots, republic, Bill of Rights
15	☐ Expansion & Manifest Destiny	8.H.3.1 8.H.3.2 8.E.1.1 8.C&G.1.4	Reform, migrate, Nullification Crisis, cotton gin, Manifest Destiny, acquisition, expansion, cession, Oregon Trail, embargo, Trail of Tears, abolish, Indian Removal Act

15-20	<input type="checkbox"/> Civil War	8.H.2.3 8.C&G.1.3 8.C&G.2.3 8.H.2.1	Secede, progression, racism, nullify, Fort Fisher, emancipate, segregation, John Wilkes Booth, discrimination, amnesty
15	<input type="checkbox"/> Industrialization	8.H.3.1 8.H.3.2 8.H.3.3	Technology, union, corruption, populists, William Randolph Hearst, Theodore Roosevelt, urbanization, strike, William Taft, monopolies, oppression, National Parks, Chinese Exclusion Act
20	<input type="checkbox"/> WWI to Great Depression	8.H.3.3 8.E.1.1 8.E.1.2 8.E.1.3 8.C&G.2.2	Annexation, prohibit, unemployment, scarcity, bond, GDP, organized crime, imperialism, credit, Social Darwinism, Scopes Monkey Trial, Charles Lindbergh, FDIC, allies, Panama Canal, u-boat, speakeasy, talkies, Fireside Chat, overproduction
15-20	<input type="checkbox"/> WWII	8.H.2.1 8.C.1.3	Draft, minority, interment, genocide, satellite nation, rationing, nuclear, pact, communist revolution
15	<input type="checkbox"/> Civil Rights	8.H.2.2 8.H.3.2 8.H.3.3 8.C&G.1.3 8.C&G.2.1 8.C&G.2.2 8.C&G.2.3	Prejudice, energy crisis, sit ins, Cold War, arms race, Board vs. Brown, MLK Jr., OPEC, integration, Iranian hostage crisis, boycotts, Berlin Wall
15	<input type="checkbox"/> Modern Times and Financial Literacy	8.H.3.1 8.H.3.2 8.H.3.3 8.E.1.2 8.3.1.3	Outsource, deportation, unify, recession, alien

Social Studies

Standards

8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.

I Can:

- I can understand how location and place create economic opportunities and challenges

8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).

I Can:

- I can explain how geography, population trends, and culture shaped societies and regions.

8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).

I Can:

- I can analyze how standard of living is impacted by periods of economic growth and decline.

8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.

I Can:

- I can create charts, graphs, and historical narratives to explain events or issues.
- I can use maps to validate historical facts and to draw conclusions about social and economical issues.

8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.

I Can:

- I can read historical documents and summarize key points to demonstrate comprehension.

8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.

I Can:

- I can use different sources of information from multiple perspectives to understand and interpret an event or issue.

- I can evaluate arguments from primary and secondary sources to understand historical perspectives.

8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).

I Can:

- I can use a set of criteria to gauge the value of a source.
- I can gather data from a variety of sources.
- I can interpret data in a historical context.

8.H.1.5 Analyze the relationship between historical context and decision-making.

I Can:

- I can analyze opposing viewpoints and draw conclusions to formulate opinions about historical topics.
- I can understand how opposing viewpoints create discussion and result in compromise and change.

8.C.1 Understand how different cultures influenced North Carolina and the United States.

- **8.C.1.1** Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian exchange, slavery and the decline of the American Indian populations).

I Can:

- I can understand how the cultural practices, values, and belief systems of Africans, Europeans, and American Indians impacted NC and American life.
- **8.C.1.2** Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latino, Hmong, African, and American Indian).

I Can:

- I can explain how the cultural practices of various groups can impact a region, state or nation beyond their originating location.
- **8.C.1.3** Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).

I Can:

- I can explain the cultural, political, and economic impact of various native and immigrant groups on North Carolina

and the United States.

- I can explain the specific contributions of various groups to the development of North Carolina and the United States.
- I can explain the contributions of various demographic groups on NC and the United States.

8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.

- **8.C&G.1.1** Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights)

I Can:

- I can explain how differences in leadership influence political decisions for people and nations.
- I can understand the components of government and the roles that each serves in governing our nation.

- **8.C&G.1.2** Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).

I Can:

- I can explain the literal meaning of various historical documents as it relates to democratic ideals.
- I can explain how historical documents reflect differing degrees of democratic ideals.
- I can explain how the interpretation and meaning of documents is shaped by social norms that may change over time.
- **8.C&G.1.3** Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).

I Can:

- I can explain various past and present viewpoints on selected economic, political and social issues.
- I can explain how differing viewpoints on the scope and power of state and national governments can lead to ideological debates and conflict.
- **8.C&G.1.4** Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

I Can:

- I can analyze Supreme Court decisions and the impact that those decisions have on rights and freedoms.
- I can analyze opposing viewpoints and draw conclusions to formulate opinions about historical topics.
- I can explain ways in which democratic rights were denied.
- I can explain how democratic rights may change over time as a result of conflict or compromise.
- I can explain how unequal distribution of power may result in inequalities in society.

8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).

I Can:

- I can explain the responsibilities given to the three branches of government and the separation of power outlined in the Constitution.
- I can explain the rights of the national and state governments and individual rights granted in the Constitution and the Bill of Rights.
- I can explain reasons why people immigrate.
- I can explain how migration and immigration patterns are often determined by environmental, economic, and societal changes.
- I can explain how migration and immigration help shape a state and nation by contributing new ideas, workforce, and cultures.

8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).

I Can:

- I can analyze how advances in technology created opportunities for growth and change.
- I can evaluate the positive and negative impacts that technology and innovation have on society.

8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).

I Can:

- I can explain how conflict and cooperation caused the US to prosper economically.
- I can explain how economic opportunity influenced growth patterns and migration.
- I can explain how financial decisions influence quality of life positively and negatively.

8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United

States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

I Can:

- I can analyze Supreme Court decisions and the impact that those decisions have on rights and freedoms.
- I can analyze opposing viewpoints and draw conclusions to formulate opinions about historical topics.
- I can explain ways in which democratic rights were denied.
- I can explain how democratic rights may change over time as a result of conflict or compromise.
- I can explain how unequal distribution of power may result in inequalities in society.

8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.

I Can:

- I can discuss how democracies depend on debate, compromise, and negotiation to main effectiveness.
- I can explain examples of historical and contemporary debates in NC and the United States.

8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).

I Can:

- I can explain various past and present viewpoints on selected economic, political and social issues.
- I can explain how differing viewpoints on the scope and power of state and national governments can lead to ideological debates and conflict.

8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

I Can:

- I can explain how active citizen campaigns resulted in change (Civil Rights movement, Hispanic Rights, ERA, etc.).

8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights, and citizenship and immigration policies) on the development of North Carolina and the United States.

I Can:

- I can explain how conflict and compromise vary based on economic, political, social, and military goals.
- I can explain how conflict often results in societal change.
- I can explain NC's role in local, state, national, and global conflicts.

8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.

I Can:

- I can explain how individuals and groups motivated by economic, political, and social change can be powerful forces for societal change.

8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.

I Can:

- I can compare how historical and contemporary issues may produce varied outcomes.
- I can understand how the stability or change of a society can be shaped by historical trends.

8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.

I Can:

- I can evaluate the impact of domestic policy and evaluate the impact it has on the standard of living.
- I can explain how changes in political leadership affect foreign and domestic policy.

8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).

I Can:

- I can evaluate the impact of personal financial choices and the impact it has on quality of life

8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).

I Can:

- I can explain how active citizen campaigns resulted in change (voting, war efforts, Prohibition, Depression).
- I can discuss the causes, circumstances, and outcomes of various issues that caused citizen action.
- I can understand how the maintenance of a democratic system depends on the efforts and participation of its citizens.

8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic minorities such as American Indians, African Americans, and European immigrants).

I Can:

- I can explain the cultural, political, and economic impact of various native and immigrant groups on North Carolina and the United States.
- I can explain the specific contributions of various groups to the development of North Carolina and the United States.
- I can explain the contributions of various demographic groups on NC and the United States.

8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.

I Can:

- I can understand how geography and leadership influenced the outcome of key conflicts.
- I can understand how citizen action and leadership can drive conflict outcomes.
- I can explain how citizen action is sometimes contrary to established laws.
- I can explain how citizens play key roles in governing democratic societies.

8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).

I Can:

- I can understand how citizen participation takes many different forms.
- I can understand how political leaders often respond to citizen action, albeit slowly at times.
- I can understand the effectiveness of an action taken to encourage civic change may be evaluated in many ways.

Resources

- [Discovery Education \(main site\)](#)
 - Unit 1 Discovery Education Resources
- NC Civic Education Consortium with primary source documents
 - [Slavery, Naval Stores, and Rice Plantations in Colonial North Carolina](#)
- Reading Like a Historian – Historical Document Analysis
 - [What can passenger lists tell us about the New World?](#) – Reading Like a Historian Document

Analysis

- Lesson Plans from NC Civic Education Consortium with primary source documents:
 - [First Continental Congress, Second Continental Congress, & the Declaration of Independence](#)
 - [Loyalists and Patriots](#)
- Stanford History Education Group: Reading like a Historian Document analysis
 - [The Stamp Act](#)
 - [The Battle of Lexington](#)
- School House Rocks
 - Fireworks!
 - Preamble
 - The Shot Heard Round the World
- Lesson Plans from NC Civic Education Consortium with primary sources:
 - [Federalists v. Anti-Federalists](#)
 - [The Bill of Rights](#)
- Stanford History Education Group: Reading Like a Historian Document Analysis
 - [Why did the founders write the Declaration of Independence?](#)
 - [What type of governments did Federalists and Anti-federalists prefer?](#)
 - [Why did the Founding Fathers keep Slavery in the Constitution?](#)
- National Center for History in the Schools (UCLA) – Historical Comprehension:
<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historical-comprehension/?searchterm=historical%20narrative>
- Teaching History.org: “Stories in History: Is Narrative an American Approach”
<http://teachinghistory.org/issues-and-research/research-brief/23631>
- National Center for History in the Schools (UCLA) – Historical Thinking Standard 2:
<http://www.nchs.ucla.edu/Standards/standards-for-grades-k-4/historical-thinkingstandards/2.-historical-comprehension#section-0>
- Primary Sources at Yale University:
http://www.yale.edu/collections_collaborative/primarysources/primarysources.html
- Primary Source: Educating for Global Understanding:
<http://www.primarysource.org/whatis-a-primary-source>

- Distinguish Between Primary and Secondary Sources:
<http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources>
- Using Primary Sources – Library of Congress:
<http://www.loc.gov/teachers/usingprimarysources/>
- National Center for History in the Schools (UCLA) – Historical Comprehension:
<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/2.-historicalcomprehension/?searchterm=historical%20perspective>
- The Historical Thinking Project: Promoting Critical Historical Literacy for the 21st Century:
<http://historicalthinking.ca/concept/historical-perspectives>
- Teaching History.org: “What is Historical Thinking” <http://teachinghistory.org/nhecblog/24434>
Video: “Why Historical Thinking Matters” <http://historicalthinkingmatters.org/why.html>
- Historical Inquiry: <http://www.historicalinquiry.com/inquiry/index.cfm>
- The Historical Thinking Project: Promoting Critical Historical Literacy for the 21st Century:
<http://historicalthinking.ca/>
- Teaching History.org: “What is an Inquiry Lesson?”
<http://teachinghistory.org/teachingmaterials/teaching-guides/24123>
- Teaching History.org: “Uncoverage’ in History Survey Courses?”
<http://teachinghistory.org/issues-and-research/research-brief/23476>
- History Matters: The U.S. Survey Course on the Web – “Making Sense of Evidence”
<http://historymatters.gmu.edu/browse/makesense/>
- National Center for History in the Schools (UCLA) – Issues:
<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/5.-historical-issues>
- Economists: “The Economist Intelligence Unit’s quality-of-life index”
http://www.economist.com/media/pdf/QUALITY_OF_LIFE.pdf
- Investopedia: <http://www.investopedia.com/terms/q/quality-of-life.asp#axzz1nXvuJZ6G>
- Economics and Statistics Administration (ESA): About Economic Indicators
<http://www.esa.doc.gov/about-economic-indicators>

- Bureau of Labor Statistics: <http://www.bls.gov/bls/newsrels.htm>
- Investopedia – “Tutorials: Economic Indicators To Know”
<http://www.investopedia.com/university/releases/#axzz1nXvuJZ6G>
- Bureau of Labor Statistics: “How the Government Measures Unemployment”
http://www.bls.gov/cps/cps_htgm.htm#unemployed

NCFE Weight Distribution

Domain	Grade 8
H.2 8.H.2.1 8.H.2.2 8.H.2.3	10-17%
H.3 8.H.3.1 8.H.3.2 8.H.3.3 8.H.3.4	13-21%
G.1 8.G.1.1 8.G.1.2 8.G.1.3	10-17%
E.1 8.E.1.1 8.E.1.2 8.E.1.3	10-17%
C&G.1 8.C&G.1.1 8.C&G.1.2 8.C&G.1.3 8.C&G.1.4	9-17%

C&G.2 8.C&G.2.1 8.C&G.2.2 8.C&G.2.3	6-14%
C.1 8.C.1.1 8.C.1.2 8.C.1.3	10-17%