

Grade 8		Civics & Government		History	
Unit	Timeline	Priority Standards	Priority Standards	Priority Standards	Priority Standards
1. Civil War	1st Marking Period			8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
2. Reconstruction	1st Marking Period			8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.	
				8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
				8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	
		5.2.8.D Describe the citizen's role in the political process.			
3. Westward Expansion	2nd Marking Period			8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.	
				8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
				8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	
				8.3.8.D - Examine how conflict and cooperation among groups an organizations have impacted the growth and development of the U.S. - Ethnicity and race, working conditions, immigration, military conflict, economic stability.	
4. Industry	2nd Marking Period			8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.	
				8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
				8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	
				8.3.8.D - Examine how conflict and cooperation among groups an organizations have impacted the growth and development of the U.S. - Ethnicity and race, working conditions, immigration, military conflict, economic stability.	
			6.5.8.A - Examine the compensation of workers who produce different goods and provide different services.		
5. Immigration	2nd Marking - 3rd Marking Period			8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.	
				8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
				8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	
				8.3.8.D - Examine how conflict and cooperation among groups an organizations have impacted the growth and development of the U.S. - Ethnicity and race, working conditions, immigration, military conflict, economic stability.	
6. Progressivism & Reform	2nd Marking Period - 3rd Marking Period			8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.	
				8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
				8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	
		5.2.8.C Describe the role of political leadership and public service.		8.3.8.A - Examine the role groups and individuals played in the social, political, cultural, and economic development of the United States.	
		5.2.8.D Describe the citizen's role in the political process.			
7. Imperialism	4th Marking Period			8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.	
				8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
				8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	
		5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.		8.3.8.D - Examine how conflict and cooperation among groups an organizations have impacted the growth and development of the U.S. - Ethnicity and race, working conditions, immigration, military conflict, economic stability.	
8. World War I	4th Marking Period			8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.	
				8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
				8.1.8.C - Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate primary and secondary sources.	
				8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States History.	
				8.3.8.D - Examine how conflict and cooperation among groups an organizations have impacted the growth and development of the U.S. - Ethnicity and race, working conditions, immigration, military conflict, economic stability.	
		5.4.8.A - Describe how national interests lead to agreements and conflicts between and among countries.			
		5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.			
9. The Roaring Twenties	4th Marking Period			8.1.8.A - Compare and contrast events over time and how continuity and change over time influenced those events.	
				8.1.8.B - Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	

## CVSD Social Studies Curriculum Standard Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
<b>8.1.8.B.</b> Compare and contrast a historical event, using multiple points of view from primary and secondary sources.	
Taught in Unit(s)	
1 - Civil War 2 - Reconstruction 3 - Westward Expansion 4 - Industry 5 - Immigration 6 - Progressivism & Reform 7 - Imperialism 8 - World War I 9 - The Roaring Twenties	
Explanation/Example of Standard	
Comparing and contrasting historical events is key to the study of history. The story of events can be told from multiple points of view. In order to be able to understand these multiple points of view students need to be able to analyze primary and secondary sources.	
Common Misconceptions	
What a primary source is compared to a secondary source. Both kinds of sources have benefits to a historian.	
Big Idea(s)	Essential Question(s)
Corroboration of sources  Evaluation of sources  Contextualization of sources  Multiple perspectives and point of view  Compare and Contrast	How do primary sources help a historian make an argument about the past?  Why should sources be evaluated?  Why is contextualization of sources important?  How does contextualization, corroboration, and sourcing affect the study of history?  How can identifying point of view help understand primary sources?
Assessments	
Teacher developed assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
Analysis (S.O.A.P.) to identify the validity of the source	Students can discern between and identify primary and secondary sources
Close reading - to interact with the text to find deeper meaning	Students can analyze primary sources and their bias
Context clues - to identify the documents place in history	Students can contextualize primary and secondary sources

Compare and Contrast - to see how different sources or historical time periods change over time or remain constant	Students can identify various points of view
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## CVSD Social Studies Curriculum Standard Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
8.1.8.A Compare and contrast events over time and how continuity and change over time influenced those events.	
Taught in Unit(s)	
2 - Reconstruction 3 - Westward Expansion 4 - Industry 5 - Immigration 6 - Progressivism & Reform 7 - Imperialism 8 - World War I 9 - The Roaring Twenties	
Explanation/Example of Standard	
Students will be able to compare and contrast events in different time periods (transportation, expansion, relationships among groups, etc.). Students will be able to explain what events led to change.	
Common Misconceptions	
Expansion west always had positive impacts on the west.	
Big Idea(s)	Essential Question(s)
Compare & Contrast Cause & Effect Continuity Change	What factors led to a change in lifestyle of groups of people?  How did improvements in industry and technology lead to events in American history?  What connections are there between the past and the present?
Assessments	
Teacher developed assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Venn Diagram/Compare & Contrast - Show how concepts were similar or different in different time periods in order to see growth or lack of growth  Ability to use evidence to make inferences about why changes occurred over time.	Students can take an event or idea and tell what was similar and what was different over time.  Students can show what factors caused an event.

## CVSD Social Studies Curriculum Standard Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
<b>8.1.8.C.</b> Produce an organized product on an assigned topic that presents and reflects on a thesis statement and appropriate <b>primary and secondary sources</b> .	
Taught in Unit(s)	
2 - Reconstruction 3 - Westward Expansion 4 - Industry 5 - Immigration 6 - Progressivism & Reform 7 - Imperialism 8 - World War I	
Explanation/Example of Standard	
Students will be able to construct a response to a document based question with a functioning thesis statement based on the analysis of primary and secondary sources.	
Common Misconceptions	
Students will not be permitted to plagiarize and neglect to attribute sources. They will be able to synthesize information from multiple sources and establish original ideas.	
Big Idea(s)	Essential Question(s)
Thesis statement  Supporting evidence from multiple sources	How does one develop a thesis statement, introduction paragraph and concluding paragraph?  Why is a thesis statement placed in the introduction?  How does one use multiple sources to support a thesis statement?
Assessments	
5-paragraph research paper/presentation/DBQ/etc. with bibliography.	
Concepts (what students need to know)	Skills (what students must be able to do)
Students need to know how to develop an argument and support that argument with evidence. In doing so, students need to know how to: <ol style="list-style-type: none"> <li>1. Construct a thesis statement</li> <li>2. Include an introduction to their writing</li> <li>3. Establish a claim and support that claim/argument with evidence</li> </ol>	Students can draft a persuasive, multi-leveled thesis statement.  Students can use captivating introductory techniques to introduce their topic.  Students can attribute their thesis statement throughout their paper by using main ideas / topic sentences / etc.  Students can work to prove their thesis statement.

## CVSD Social Studies Curriculum Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
5.2.8.D - Describe the citizen's role in the political process.	
Taught in Unit(s)	
2 - Reconstruction 6 - Progressives & Reform	
Explanation/Example of Standard	
Students will be able to explain how citizens influence the political process in the United States.	
Common Misconceptions	
All American citizens have always had the right to vote.	
Big Idea(s)	Essential Question(s)
Rights of voters Reform Progressives Suffrage 15th & 19th Amendments	How do voters have influence in politics and elections?  How did groups of people, like women and African Americans, achieve the right to participate in the political process?  Why is the right to vote important to American citizens?
Assessments	
See unit map for specific unit common assessments.	
Concepts (what students need to know)	Skills (what students must be able to do)
How can voters influence elections?  How can voters have input into political policies & laws?  How did groups of people advocate for and achieve suffrage?	Cause & Effect (What political practices led voters to influence policies?)  Process Mapping (The voters influence/role in elections)  Debate (reason for and against women's suffrage)

## CVSD Social Studies Curriculum Standard Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
8.3.8.D - Examine how conflict and cooperation among groups and organizations have impacted the growth and development of the U.S. regarding ethnicity, race and immigration.	
Taught in Unit(s)	
3 - Westward Expansion 4 - Industry 5 - Immigration 7 - Imperialism 8 - World War I	
Explanation/Example of Standard	
There are multiple reasons why people immigrated to the United States in the late 1800s and early 1900s. This influx of immigrants led to a growth in urban population and a rise in industry. As our country expanded, conflict with other groups occurred. Eventually groups worked together politically to try and improve their situation.	
Common Misconceptions	
The United States encourages and welcomes cultural diversity, creating a melting pot society. Native Americans deserved the treatment they received from the U.S. government	
Big Idea(s)	Essential Question(s)
Push & Pull Factors Assimilation Acculturation Urbanization Cause & Effect Mapping to show growth & development Compare & Contrast	What push & pull factors led to people leaving their countries and immigrating to the U.S?  How did America accept these immigrants into society?  Where did immigrants settle in the United States and why did they settle in those cities?  How did the growth of the United States lead to conflict?  What economic and political actions were implemented to try and improve their conditions?
Assessments	
Writing assignments, summative quizzes, Primary document analysis, Socratic Circle, Chapter test	
Concepts (what students need to know)	Skills (what students must be able to do)
Positive factors pulled immigrants to the US, while negative factors caused immigrants to leave their countries of origin to come to the US.  Cities grew due to the rise of immigration and the availability of jobs  Many immigrants had trouble assimilating into	Extract examples from Uprising of how immigrants were treated and perceived by American citizens  Compare and contrast push and pull factors  Show how cities grew as a result of immigration.

<p>American society</p> <p>Cause &amp; Effect of why groups moved west</p> <p>Map Skills to show where events took place and the path of the movement of people</p> <p>Venn Diagram to show commonalities and differences between groups or concepts</p>	<p>Show how movement of people impacted other groups positively &amp; negatively</p> <p>Mapping (movement of groups, transportation, areas of growth, areas of conflict...)</p> <p>Compare &amp; contrast groups and how they tried to help make improvements</p>
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## CVSD Social Studies Curriculum Standard Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
6.5.8.A Examine the compensation of workers who produce different goods and services	
Taught in Unit(s)	
Unit 4 - Industry	
Explanation/Example of Standard	
<p>Students will be able to describe the working conditions and income of workers in industries in the late 1800s.</p> <p>Students will be able to compare the lifestyle and income of workers and business owners.</p>	
Common Misconceptions	
The age of industry was a time of prosperity for workers and business owners.	
Big Idea(s)	Essential Question(s)
<p>Entrepreneurship</p> <p>Capitalism</p> <p>Captain of Industry</p> <p>Robber Baron</p> <p>Sweatshop</p> <p>Collective Bargaining</p> <p>Union</p> <p>Trusts</p> <p>Child Labor</p>	<p>How were workers in sweatshops compensated?</p> <p>Why were children used as workers in industries during the late 1800s?</p> <p>How were children compensated compared to adults?</p> <p>What strategies and practices did business owners use to make a profit?</p> <p>How did unions work to protect workers?</p>
Assessments	
Teacher developed assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Low pay, long hours and poor working conditions led to strikes and riots</p> <p>Unions developed to try and improve working conditions.</p> <p>Business owners used child labor and unfair treatment of their workers to make more money for themselves.</p>	<p>Provide examples of the working conditions in sweatshops through the characters in Uprising</p> <p>Show, from Uprising, how unions worked and tried to improve unfair working conditions</p>

## CVSD Social Studies Curriculum Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
5.2.8.C - Describe the role of political leadership and public service.	
Taught in Unit(s)	
6 - Progressivism & Reform	
Explanation/Example of Standard	
Students will be able to give examples of political committees and policies that were put in place for the public's interest.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
Progressives Reform/Reformers Public Interest	What commissions and practices were established by politicians in the best interest of the public's rights/welfare?  How did reformers in government fairly fill non-elected government positions?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Politicians instituted changes to give more rights to voters.  Government passed laws to restrict unfair business practices that limited competition.  Government made changes to make sure positions were filled with qualified individuals	Compare government before & after progressive politicians made changes for the good of the people

## CVSD Social Studies Curriculum Standard Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
<b>5.4.8.B - Describe the foreign policy tools of diplomacy, economic aid, military aid, sanctions, and treaties.</b>	
<b>Taught in Unit(s)</b>	
7 - Imperialism 8-World War I	
<b>Explanation/Example of Standard</b>	
Countries carry out their foreign policy through diplomacy, economic aid, military aid, sanctions, and treaties. Nations often change their foreign policy goals as power shifts from one leader to another. By studying a nation's foreign policy over the years, you can learn a lot about that nation's current standing in the world, and it's relationship with other nations.	
<b>Common Misconceptions</b>	
Big Idea(s)	Essential Question(s)
Diplomacy  Economic Aid  Military Aid  Sanctions  Treaties	How does a nation's foreign policy drive its relationship with other nations?  When should diplomacy be used as opposed to armed conflict?  Under what circumstances should a nation give economic or military aid to another nation?  Why would a nation impose sanctions another nation?  How are treaties enforced?
<b>Assessments</b>	
Pre/post test, persuasive / argumentative essay	
Concepts (what students need to know)	Skills (what students must be able to do)
A nation's foreign policy often dictates it's standing in world affairs.  Throughout history countries have carried out their foreign policy through diplomacy, economic and military aid, sanctions, and treaties.	Explain how a nation enforces its foreign policy through diplomacy, economic and military aid, sanctions and treaties.  Assess the foreign policy of a nation based on its outcomes.  Develop a logical argument why a nation should use one method over another to enforce its foreign policy.

## CVSD Social Studies Curriculum Standard Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
<b>8.3.8.B - Evaluate the importance of historical documents, artifacts and places critical to United States history.</b>	
<b>Taught in Unit(s)</b>	
WWI	
<b>Explanation/Example of Standard</b>	
Well preserved historical documents, artifacts, and places are crucial to telling the story of this nation. Through the study of historical documents, we can gain a better sense of what happened in the past, which then allows us to learn from and make judgements about the past. Artifacts allow us to touch history and get a hands-on experience of past events. Historical places present a unique opportunity for us to step into history and relive the experience of those who came before us.	
<b>Common Misconceptions</b>	
Big Idea(s)	Essential Question(s)
Historical documents	How can historical documents help us understand our past?
Artifacts	How can artifacts help us understand our past?
Historical Places	In what ways can historical places enhance our understanding of history?
<b>Assessments</b>	
Pre/post test, persuasive /argumentative essay	
Concepts (what students need to know)	Skills (what students must be able to do)
Historical documents help us have a better understanding of what happened in the past.	Draw conclusions about our nation's past through the use of historical documents.
Artifacts and historical places allow us to touch and relive the experiences of those who came before us.	Investigate our nation's past through the use of artifacts and historical places.

## CVSD Social Studies Curriculum Map ~ Grade 8

CV Priority Standard/PA Academic Standard	
5.4.8.A Describe how national interests lead to agreements and conflicts between and among countries.	
Taught in Unit(s)	
WWI	
Explanation/Example of Standard	
National interests are of great importance to nations. These national interests can either lead to agreements or conflicts. Throughout history there are examples of both and much can be learned from both. The study of these events can help students understand current relationships between nations.	
Common Misconceptions	
Big Idea(s)	Essential Question(s)
National interests	Why do nations go to war?
Conflicts	To what extent is diplomacy used before armed conflict?
Agreements	
Assessments	
Pre/post test, persuasive / opinion essay	
Concepts (what students need to know)	Skills (what students must be able to do)
Countries go to war for various reasons.	Identify reasons why the United States entered into agreements and/or global conflicts in order to promote its own interests.
Throughout history countries have made agreements with each other.	
Nations will often protect their own interests.	