

**Portales Municipal Schools
Social Studies Curriculum Map-2017
Grade 8**

ESSENTIAL QUESTION: What factors caused European countries to explore and expand?

STRAND: I-History II-Geography	BENCHMARK: I-C (2): Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration. II-A (1& 2): Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues
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STANDARD: I-Students are able to identify important people and events in order to analyze significant patters, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.
II- Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

1	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (4 or 5 class periods)	Assessments	Student Materials and Resources
	<p>(I-C) 2. Compare and contrast the influence of European countries (e.g., England, France, and Holland) on the development of colonies in the New World.</p> <p>(II-A)1. Describe patterns and processes of migration and diffusion.</p> <p>2. Provide a historic overview of patterns of population expansion into the West by the many diverse groups of people (e.g., Native Americans, European Americans, and others) to include movement into the Southwest along established settlement, trade, and rail routes.</p> <p>(3-A.)3. Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois league);</p>	<p style="color: blue;">Pre American Revolution</p> <p style="color: green;">Early Exploration/Explorers</p> <p style="color: blue;">Contributions of Native Americans</p> <p>Common Core Standards</p> <p>RH.6-8.1 RH.6-8.8 RH.6-8.7 RH.6-8.6 WHST.6-8.1b WHST.6-8.7</p> <p>Vocabulary</p> <p>Christopher Columbus Circumnavigate Columbian Exchange Protestant Reformation Northwest Passage</p> <p style="color: blue; margin-top: 20px;">I= Introduce R=Review and Extend M=Master</p>	<p>(4 or 5 class periods)</p> <p>Students will chart routes taken by European countries to North America; dates and names of explorers will be included.</p> <p>Students will list reasons why European explorers came to the “New World”</p> <p>Students will write down the importance and impact of the Protestant Reformation in both “Worlds”</p> <p>Students will write a research paper over an European explorer and their impact on the “New World”</p> <p style="text-align: center; margin-top: 20px;">The student will be able to:</p> <p>Understand how Europeans arrived to North America</p>	<p>Map</p> <p>Graphic Organizer</p> <p>Notes</p> <p>Research Paper</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 2</i></p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 2</i></p> <p>Power Presentations CD</p> <p>Laptops, internet access</p> <p>Vocabulary</p>

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Grade 8**

ESSENTIAL QUESTION: What struggles and obstacles did the first European settlements in North America face?

STRAND: I-History II-Geography	BENCHMARK: I-C (2): Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration. II-A (1& 2): Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues
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STANDARD: I-Students are able to identify important people and events in order to analyze significant patters, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.
II- Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

1	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (3 or 4 class periods)	Assessments	Student Materials and Resources
	<p>(I-C) 2. Compare and contrast the influence of European countries (e.g., England, France, and Holland) on the development of colonies in the New World.</p> <p>(II-A)1. Describe patterns and processes of migration and diffusion.</p> <p>2. Provide a historic overview of patterns of population expansion into the West by the many diverse groups of people (e.g., Native Americans, European Americans, and others) to include movement into the Southwest along established settlement, trade, and rail routes.</p>	<p>Pre American Revolution Jamestown Plymouth</p> <p>Common Core Standards RH.6-8.4 RH.6-8.5 RH.6-8.7 WHST.6-8.4</p> <p>Vocabulary Jamestown Slave codes Mayflower Compact English Bill of Rights Triangular trade Great Awakening Enlightenment John Locke</p> <p style="color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>(3 or 4 class periods) Students will show where the colonies of Jamestown and Plymouth are located.</p> <p>Students will compare and contrast the colonies run by France and England</p> <p>Close read the Mayflower Compact</p> <p>Watch “America: The Story of US”, Disc 1 Episode 1 and take a quiz over the first settlements</p> <p style="text-align: center;">The student will be able to:</p> <p>Understand the similarities and differences of the Jamestown colony and the Plymouth colony as well as why these two colonies were important to future colonies.</p>	<p>Map</p> <p>Venn diagram</p> <p>Review Questions</p> <p>Study Guide and Quiz</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 3</p> <p>Venn diagram graphic organizer</p> <p>Copy of Mayflower Compact</p> <p>DVD</p>

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ESSENTIAL QUESTION: How did the colonial experience shape America's political and social ideals?					
STRAND: I-History II-Geography		BENCHMARK: I-C (2): Compare and contrast major historical eras, events, and figures from ancient civilizations to the Age of Exploration. II-A (1 & 2): Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present, and future in terms of patterns, events, and issues			
STANDARD: I-Students are able to identify important people and events in order to analyze significant patters, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience. II- Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.					
1	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (4 or 5 class periods)	Assessments	Student Materials and Resources
	<p>(I-C) 2. Compare and contrast the influence of European countries (e.g., England, France, and Holland) on the development of colonies in the New World.</p> <p>(II-A)1. Describe patterns and processes of migration and diffusion.</p> <p>2. Provide a historic overview of patterns of population expansion into the West by the many diverse groups of people (e.g., Native Americans, European Americans, and others) to include movement into the Southwest along established settlement, trade, and rail routes.</p>	<p>Pre American Revolution Thirteen colonies</p> <p>Common Core Standards RH.6-8.7 RH.6-8.5</p> <p>Vocabulary Indentured servants Bacon's Rebellion Puritans Pilgrims Quakers Staple crops French and Indian War</p> <p style="text-align: center; color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Student Activities and Instructional Strategies (4 or 5 class periods)</p> <p>Students will label the thirteen colonies and also color-code the New England colonies, middle colonies, and southern colonies.</p> <p>Students will understand the creation of the thirteen colonies</p> <p>Students will understand the economic, political, and social differences of the thirteen colonies</p> <p>Students will go over the French and Indian War and why it caused conflict between England and the colonies</p> <p style="text-align: center;">The student will be able to:</p> <p>Understand the different economies and cultures of the thirteen colonies.</p>	<p>Map</p> <p>Notes/graphic organizers</p> <p>Notes/graphic organizer</p> <p>Notes/graphic organizer</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 3</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 3</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 3</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 3</p>

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ESSENTIAL QUESTION: Why were the American Patriots willing to risk their lives for independence?

STRAND: I-History II-Geography III-Civics and Government	BENCHMARK: I-B (1): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history. II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources. III-C (1): Compare political philosophies and concepts of government that became the foundation for the American Revolution and the U.S. government.
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STANDARD: I-Students are able to identify important people and events in order to analyze significant patters, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.
 II- Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
 III-Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with a particular emphasis on the U.S. and N.M. constitutions and how governments function at local, state, tribal, and national levels.

1	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (5-7 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 1. Describe, evaluate, and interpret the economic and political reasons for the American Revolution, to include --attempts to regulate colonial trade through passage of Tea Act, Stamp Act, and Intolerable Acts --colonists’ reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to Parliament) --the ideas expressed in the Declaration of Independence, including the Preamble. (II-F) Describe the differing viewpoints that individuals and groups have with respect to the use of resources. (III-C) 1. Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include: -- ideas of the nature of government and rights of the individuals expressed in the Declaration of Independence with its roots in English philosophers (e.g., John Locke) --concept of limited government and the rule of law established in the Magna Carta and the English Bill of Rights --social covenant established in the Mayflower Compact --characteristics of representative governments --anti-Federalist and Federalists</p>	<p style="text-align: center;">American Revolution <i>Causes of the American Revolution</i></p> <p style="text-align: center;">Common Core Standards RH.6-8.3 RH.6-8.6 RH.6-8.7 WHST.6-8.1a WHST.6-8.1b WHST.6-8.1c WHST.6-8.2d</p> <p style="text-align: center;">Vocabulary Stamp Act Boston Massacre Tea Act Boston Tea Party Intolerable Acts Patriots Loyalists Sons of Liberty Daughters of Liberty First Continental Congress Second Continental Congress Olive Branch Petition <i>Common Sense</i> Thomas Paine Declaration of Independence Thomas Jefferson Patrick Henry</p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p style="text-align: center;">Student Activities and Instructional Strategies (5-7 class periods)</p> <p>Students will sequence the events that will eventually lead to the American Revolution. The timeline will include many causes, to include: Tea Act, Stamp Act, Intolerable Acts, Declaration of Independence, and Boston Massacre and the effects of each one</p> <p>Close Read the Declaration of Independence</p> <p>Students will sign their own “Declaration of Independence” from PJHS and cover the consequences for signing this document</p> <p>Students will create a cartoon strip of actions taken by the Sons and Daughters of Liberty.</p> <p>Students will compare and contrast the events that occurred during the Boston Massacre and Benjamin Franklin’s engraving of the event. Students will also discuss how events can be ‘spun’ differently to meet the needs of a people or group.</p> <p>Students will participate in “taxation without representation” activity where they will split into colonies and pay taxes to the king of England</p> <p>Students will read <i>Chains</i> by Laurie Halse Anderson</p> <p style="text-align: center;">The student will be able to:</p> <p>Sequence the events that lead up to the American Revolution and understand the reasoning behind the colonist’s protests against Britain.</p>	<p>Timeline or graph</p> <p>Review Questions</p> <p>Class discussion</p> <p>Rubric</p> <p>Venn diagram Class discussion</p> <p>Participation</p> <p>Section book report activities/rubric</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 4</p> <p>Pages 124-127 in textbook</p> <p>Paper for documents</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 4 Craft materials</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 4 Graphic organizers</p> <p><i>Activity kit (resources included)</i></p> <p><i>Chains</i> by Laurie Halse Anderson\</p>

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ESSENTIAL QUESTION: Why were the American Patriots willing to risk their lives for independence?

STRAND: I-History II-Geography III-Civics and Government	BENCHMARK: I-B (1): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history. II-F: Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources. III-C (1): Compare political philosophies and concepts of government that became the foundation for the American Revolution and the U.S. government.
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STANDARD: I-Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.
 II- Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.
 III-Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with a particular emphasis on the U.S. and N.M. constitutions and how governments function at local, state, tribal, and national levels.

1	PERFORMANCE STANDARD (continued) (III-C) 1. cont. Constitution, including those expressed in <i>The Federalists Papers</i> --concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances	CONCEPTS/SKILLS American Revolution <i>Causes of the American Revolution</i> (cont)			
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ESSENTIAL QUESTION: What events took place for America to win their independence from England?

STRAND: I-History III-Civics and Government	BENCHMARK: I-D (1): Research historical events and people from a variety of perspectives. III-B (1): Explain the significance of symbols, icons, songs, traditions, and leaders of N.M. and the U.S. that exemplify ideals and provide continuity and a sense of unity.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patters, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.
III-Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with a particular emphasis on the U.S. and N.M constitutions and how governments function at local, state, tribal, and national levels.

1	Performance Standard	Concepts/Skills	Student Activities and Instructional Strategies (6-7 class periods)	Assessments	Student Materials and Resources
	<p>(I-D) 1. Understand and apply the problem-solving skills for historical research, to include: --use of primary and secondary sources --sequencing --posing questions to be answered by historical inquiry --collecting, interpreting, and applying information --gathering and validating materials that present a variety of perspectives</p> <p>(III-B) 1. Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.</p>	<p style="text-align: center;">American Revolution <i>American Revolution</i></p> <p style="text-align: center;">Common Core Standards RH.6-8.2 RH.6-8.5 RH.6-8.7 WHST.6-8.8</p> <p style="text-align: center;">Vocabulary Minutemen Redcoats Continental Army George Washington Battle of Lexington and Concord “shot heard ‘round the world” Battle of Trenton Valley Forge Battle of Saratoga Baron Friedrich von Steuben Battle of Yorktown Treaty of Paris of 1783</p> <p style="text-align: center; color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will locate important American Revolution battles</p> <p>Students will sequence battles and events that took place during the American Revolution</p> <p>Students will see re-enactments of the battles of the American Revolution</p> <p>Students watch “The Patriot” to see lifestyle, traditions, and military strategy during the American Revolution</p> <p>Students will research/gather songs and symbols that resulted because of the American Revolution</p> <p style="text-align: center; margin-top: 20px;">The student will be able to:</p> <p>Sequence and identify events, people, and outcomes of the American Revolution.</p>	<p>Map</p> <p>Timeline</p> <p>Notes</p> <p>Participation/Questions</p> <p>Collage/PowerPoint presentation</p> <p>Unit test</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 4 Map http://www.pbs.org/ktca/liberty/http://www.socialstudiesforkids.com/subjects/revolutionarywar.htm</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 4 Craft materials http://www.pbs.org/ktca/liberty/http://www.ushistory.org/declaration/revwartimeline.htm http://www.socialstudiesforkids.com/subjects/revolutionarywar.htm</p> <p>Discovery Channel’s “American Revolution”</p> <p>“<i>The Patriot</i>” DVD</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 4 Student laptops Internet access</p> <p>Multiple Choice and Short Answer</p>

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ESSENTIAL QUESTION: How did the Articles of Confederation provide a framework for a national government?

STRAND: I- History	BENCHMARK: I-B (2): Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patters, relationships, themes, ideas, beliefs, and turning points in New Mexico, United States, and world history in order to understand the complexity of the human experience.

1	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (2-3 class periods)	Assessments	Student Resources and Materials
	<p>(I-B) 2. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, to include:</p> <ul style="list-style-type: none"> --Articles of Confederation, the Constitution, and the success of each in implementing the ideals of the Declaration of Independence --major debates of the Constitutional Convention and their resolution (e.g., <i>The Federalist Papers</i>) --contributions and roles of major individuals in the writing and ramification of the Constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay) --struggles over ratification of the Constitution and the creation of the Bill of Rights 	<p style="text-align: center;">New Government <i>Articles of Confederation</i></p> <p style="text-align: center;">Common Core Standards RH.6-8.2 R.H.6-8.10 WHST.6-8.2 WHST.6-82d</p> <p style="text-align: center;">Vocabulary Magna Carta Constitution Northwest Territory Suffrage ratification Articles of Confederation Tariffs Interstate commerce Inflation Depression Shay's Rebellion</p> <p style="text-align: center; color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will know contents of the Articles of Confederation</p> <p>Students will make a list of pros and cons of the Articles of Confederation</p> <p>Compare and contrast the Articles of Confederation and the U.S. Constitution</p> <p style="text-align: center; margin-top: 20px;">The student will be able to:</p> <p>Understand what the Articles of Confederation were and why they needed to be improved.</p>	<p>Notes</p> <p>Plus/Delta</p> <p>Venn Diagram</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 5 Graphic organizers</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 5 Plus/Delta chart</p> <p>United States History: Beginnings to 1914 (textbook) – Module 5</p> <p>Vocabulary</p>

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ESSENTIAL QUESTION: Did compromises make the U.S. Constitution stronger or weaker?

STRAND: I- History	BENCHMARK: I-B (2): Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patters, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.

	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (4-5 class periods)	Assessments	Student Materials and Resources
1	<p>(I-B) 2. Describe the aspirations, ideals, and events that served as the foundation for the creation of a new national government, to include: --Articles of Confederation, the Constitution, and the success of each in implementing the ideals of the Declaration of Independence --major debates of the Constitutional Convention and their resolution (e.g., <i>The Federalist Papers</i>) --contributions and roles of major individuals in the writing and ramification of the Constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay) --struggles over ratification of the Constitution and the creation of the Bill of Rights</p> <p>(3-D)1. Explain basic law-making process and how the design of the United Stes constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups)</p>	<p style="text-align: center;">New Government <i>Constitutional Convention</i></p> <p style="text-align: center;">Common Core Standards RH.6-8.2 R.H.6-8.10 WHST.6-8.2 WHST.6-82d</p> <p style="text-align: center;">Vocabulary Constitutional Convention James Madison Virginia Plan New Jersey Plan Great Compromise 3/5 Compromise Popular sovereignty Federalists Antifederalists <i>Federalist Papers</i></p> <p style="text-align: center; color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>(4-5 class periods) Students will compare and contrast the Virginia Plan and the New Jersey Plan</p> <p>Students will understand the effects of the Great Compromise and the 3/5 Compromise</p> <p>Students will understand checks and balances, federalism, and popular sovereignty</p> <p>Students will understand the struggles of ratifying the Constitution (Federalists v. Antifederalists), the Federalist Papers and the compromise of a Bill of Rights</p> <p style="text-align: center;">The student will be able to: Understand the compromises that were made to create the United States Constitution</p>	<p>Venn diagram</p> <p>Notes/graphic organizer</p> <p>Notes/graphic organizer</p> <p>Notes/graphic organizer</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 5 Graphic organizer</p> <p>United States History: Beginnings to 1914 (textbook) – Module 5</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 5</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 5</p> <p>Vocabulary</p>

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ESSENTIAL QUESTION: What ideas make the Constitution a “living document” and how does it structure the United States government?

STRAND: III-Civics and Government	BENCHMARK: III-A (1 & 2): Understand the structure, functions, and powers of government (local, state, tribal and national). III-C (2): Compare political philosophies and concepts of government that became the foundation
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STANDARD: III-Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with a particular emphasis on the U.S. and N.M. constitutions and how governments function at local, state, tribal, and national levels.

2	Performance Standard	Concepts/Skills	Student Activities and Instructional Strategies (4-6 class periods)	Assessments	Student Materials and Resources
	<p>(III-A) 1. Explain the structure and functions of the national government as expressed in the United States Constitution, and explain the powers granted to the three branches of government and those reserved to the people, states, and tribes, to include: --the federal system dividing sovereignty between the states and the federal government, and their supporting bureaucracies --the sovereignty of Native American tribes in relation to state and federal governments --Bill of Rights, amendments to Constitution --the primacy of individual liberty --Constitution is designed to secure our liberty by both empowering and limiting central government Struggles over the creation of the Bill of Rights and its ratification --separation of powers through the development of differing branches --John Marshall’s role in judicial review, including <i>Marbury vs. Madison</i></p> <p>2. Identify and describe a citizen’s fundamental constitutional rights, to include: --freedom of religion, expression, assembly, and press --right to a fair trial --equal protection and due process</p> <p>(III-C) 2. Explain the concept and practice of separation of powers among the Congress, the president, and the Supreme Court.</p> <p>(3-C)3. Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.</p> <p>(3-B)1. Explain how the</p>	<p style="text-align: center;">New Government <i>The Constitution and Bill of Rights</i></p> <p style="text-align: center;">Common Core Standards RH.6-8.6 RH.6-8.10 RH.6-8.3</p> <p style="text-align: center;">Vocabulary Legislative Branch Executive Branch Judicial Branch Checks and Balances Federalism Bill of Rights Amendments Impeach Veto Majority rule Petition Due process Double jeopardy Naturalized citizens Draft Deport</p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students know how to navigate the Constitution and Bill of Rights</p> <p>Students will better understand the Constitution and Bill of Rights</p> <p>Students will better understand the Bill of Rights and why the founding fathers decided on those ten amendments to pass first</p> <p>Students will understand the citizenship process by taking a practice U.S. citizenship test</p> <p>Students will have a discussion over point of view (bias), freedom of speech and press, and the power of the people. Then students will make a Constitution “We the People” poster illustrating points in the discussion.</p> <p style="text-align: center;">The student will be able to:</p> <p>Understand how the Constitution and Bill of Rights are organized and how to navigate the documents to find the needed information</p>	<p>U.S. Constitution scavenger hunt</p> <p>Jeopardy Game</p> <p>Bill of Rights Game</p> <p>U.S. Citizenship Test</p> <p>Constitution Poster</p> <p>Vocabulary Quiz</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 6 U.S. Constitution handbook Student laptops Internet access Teacher created scavenger hunt</p> <p><i>United States: History Beginnings to 1914</i> (textbook) – Module 6 U.S. Constitution handbook</p> <p>Bill of Rights Questions</p> <p>U.S. Citizenship Test from the internet</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 6</p>

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development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles. (3-B)2. Explain the importance of point of view and its relationship to freedom of speech and press.				
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ESSENTIAL QUESTION: What obstacles did Washington face being the first leader of a new nation?

STRAND: I-History	BENCHMARK: I-B (3): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history. I-D (1): Research historical events and people from a variety of perspectives
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M, U.S., and world history in order to understand the complexity of the human experience.

2	Performance Standard	Concepts/Skills	Student Activities and Instructional Strategies (3-4 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 3. (I-B) 3. Describe and explain the actions taken to build one nation from thirteen states, to include: --precedents established by George Washington (e.g., Cabinet, two-term presidency) --Alexander Hamilton's financial plan (e.g., the National Bank, payment of debts) --creation of political parties (Democratic Republicans and the Federalists.) (I-D) 1. Understand and apply the problem-solving skills for historical research, to include: --use of primary and secondary sources --sequencing --posing questions to be answered by historical inquiry --collecting, interpreting, and applying information --gathering and validating materials that present a variety of perspectives</p>	<p>Post American Revolution 1789-1803</p> <p>Common Core Standards RH.6-8.3 RH.6-8.8 RH.6-8.10 WHST.6-8.1 WHST.6-8.10</p> <p>Vocabulary George Washington Electoral College Precedent Judiciary Act of 1789 Alexander Hamilton Bonds Loose Construction Strict Construction Bank of the United States French Revolution Neutrality Proclamation Jay's Treaty Whiskey Rebellion John Adams XYZ Affair Alien and Sedition Acts</p>	<p>Students will sequence the events significant events (e.g., George Washington precedents, Alexander Hamilton financial plan, and the creation of political parties) between 1789 and 1803</p> <p>Students will understand Hamilton's financial plan further by writing an opinion paper on how they would have handled the nation's debt</p> <p>Students will understand the traditions (precedents) Washington set as our first President</p> <p>Students will understand John Adams as our 2nd President and the laws he passed</p>	<p>Timeline</p> <p>Opinion Paper</p> <p>Notes</p> <p>Notes</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 7 Student laptops Internet Access</p> <p>Laptops, access to internet</p> <p>Power Presentations CD</p> <p>PowerPoint</p> <p>Vocabulary</p>
		<p>I= Introduce R=Review and Extend M=Master</p>	<p style="text-align: center;">The student will be able to:</p> <p>Understand the significant events from 1789-1803 and see how they are still used/implemented today.</p>		

Portales Municipal Schools
Social Studies Curriculum Map-2017
Grade 8

ESSENTIAL QUESTION: How did Jefferson expand the power of the Presidency?

STRAND: I-History III-Civics and Government	BENCHMARK: I-D (1): Research historical events and people from a variety of perspectives III-B (1): Explain the significance of symbols, icons, songs, traditions, and leaders of N.M. and the U.S. that exemplify ideals and provide continuity and a sense of unity.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.
 III- Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with a particular emphasis on the U.S. and N.M. constitutions and how governments function at local, state, tribal, and national levels.

2	Performance Standard	Concepts/Skills	Student Activities and Instructional Strategies (4-5 class periods)	Assessments	Student Materials and Resources
	<p>(I-D) 1. Understand and apply the problem-solving skills for historical research, to include: --use of primary and secondary sources --sequencing --posing questions to be answered by historical inquiry --collecting, interpreting, and applying information --gathering and validating materials that present a variety of perspectives</p> <p>(III-B) 1. Explain how the development of symbols, songs, traditions, and concepts of leadership reflect American beliefs and principles.</p> <p>(1-C)3. Describe and explain the impact of the American revolution on France and the French revolution.</p>	<p>Post American Revolution <i>Louisiana Purchase and the War of 1812</i></p> <p>Common Core Standards RH.6-8.3 RH.6-8.8 RH.6-8.10 WHST.6-8.1 WHST.6-8.10 WHST.6-8.8</p> <p>Vocabulary Federalist Party Democratic-Republican Party Thomas Jefferson Louisiana Purchase Lewis and Clark Sacagawea John Marshall <i>Marbury v. Madison</i> Judicial Review James Madison Henry Clay American System Erie Canal Sectionalism Missouri Compromise Impressment Embargo Act War of 1812 Battle of New Orleans Hartford Convention Treaty of Ghent James Monroe Monroe Doctrine John Quincy Adams</p> <p>I= Introduce R=Review and Extend M=Master</p>	<p>Students will locate the area that is known as the Louisiana Purchase, as well as chart the Lewis and Clark Expedition to explore the territory</p> <p>Students will examine the court case Marbury v. Madison and its ruling</p> <p>Students will sequence the events leading towards, during, and resulting from the War of 1812</p> <p>Students will compare and contrast two songs about the War of 1812 and distinguish the bias of each</p> <p>Students will use a cause and effect graphic organizer to look at the impacts of the American revolution and the French revolution. Students will read an article over both revolutions.</p> <p>Students will understand the Monroe Doctrine and its effect on foreign policy</p> <p>Students will participate in a Monroe Doctrine activity in which a group of students represent a country and make decisions in reaction to the Monroe Doctrine</p> <p style="text-align: center;">The student will be able to:</p> <p>Locate the Louisiana Purchase and understand the causes and results of the War of 1812</p> <p>Students will be able to see the impact of the American revolution on the French revolution.</p>	<p>Map</p> <p>Case Study</p> <p>Timeline</p> <p>Venn diagram</p> <p>Cause and effect graphic organizer</p> <p>Notes</p> <p>Activity</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914</i> textbook – Module 7 Map</p> <p>Supreme Court Case Studies (Glencoe)</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 8 Craft materials Student laptops Internet access</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 8 Graphic organizer</p> <p>PowerPoint</p> <p>Monroe Doctrine handouts/scenarios</p> <p>Vocabulary</p>

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Grade 8**

ESSENTIAL QUESTION: Did Andrew Jackson advance the cause of democracy?

STRAND: I-History	BENCHMARK: I-B (4) Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.

3	Performance Standard	Concept/Skills	Student Activities and Instructional Strategies (8-10 class periods)	Assessment	Student Material and Resources
	<p>(I-B) 4. Describe the successes and failures of the reforms during the Age of Jackson, to include: --extension of franchise to all white men --Indian Removal, The Trail of Tears, The Long Walk --abolition movement (e.g., Quakers, Harriet Tubman, Underground Railroad) (1-B)6 Explain how sectionalism led to the civil war to include: different economies that developed in the north south and west; addition of new states to the union and the balance of power in the United States senate (Missouri and 1850 Compromise) (IV-A)1. Explain and provide examples of economic goals. (1-B)5. Describe, explain and analyze the aims and impact of western expansion and the settlement of the United States, to include: b-comparison of African American and Native American Slavery.</p>	<p>Post American Revolution <i>Age of Jackson</i></p> <p>Common Core Standards RH.6-8.4 RH.6-8.5 WHST.6-8.2 WHST.6-8.2c WHST.6-8.10</p> <p>Vocabulary Andrew Jackson Jacksonian Democracy Democratic Party Spoils System Whig Party Indian Removal Act <i>Worcester v. Georgia</i> Trail of Tears Osceola</p> <p>I= Introduce R=Review and Extend M=Master</p>	<p>Students will complete a story board or comic strip that depicts the election of 1824 and then of 1828</p> <p>Students will analyze political cartoons depicted Andrew Jackson and his presidency.</p> <p>Students will locate the route taken during the Trail of Tears to also include climate and weather.</p> <p>Students will reenact walking the Trail of Tears and journal their experience</p> <p>Students will examine the court case Worcester v. Georgia and its ruling</p> <p>Students will view events that occurred during the Age of Jackson</p> <p>Students will watch a video about the life of Andrew Jackson and his rise to the Presidency</p> <p>Students will make a poster of Jackson vs. someone/something during his time as President</p> <p>Students will complete a trio Venn diagram comparing and contrasting economic goals as well as the economies of the north, south, and west in America during the Jackson Age.</p> <p>Students will read an article over African and Native American slavery. Then students will compare and contrast African and Native American slavery using a Venn Diagram. Then students will write a one paragraph reflection of slavery in America.</p> <p style="text-align: center;">The student will be able to:</p> <p>Sequence and understand the events that occurred during the Age of Jackson</p>	<p>Rubric</p> <p>Political Cartoon packet</p> <p>Map</p> <p>Journal writing</p> <p>Case study</p> <p>Notes</p> <p>Video Questions</p> <p>Poster</p> <p>Venn Diagram</p> <p>Venn Diagram Reflection</p> <p>Unit test</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 10 Student laptops Internet access Craft materials</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 10 Teacher created political cartoon packet Poster, craft supplies</p> <p>Journal/Paper</p> <p>Supreme Court case studies (Glencoe)</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 10</p> <p>DVD/History Channel</p> <p>Poster, craft supplies</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 10 Venn Diagram</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 10 Venn Diagram</p> <p>Multiple Choice</p>

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ESSENTIAL QUESTION: What factors led America to believe they were “destined” to expand westward?					
STRAND: I-History	BENCHMARK: I-B (5): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.				
STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning, points in N.M., U.S., and world history in order to understand the complexity of the human experience.					
3	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (1-2 class periods)	Assessments	Student Materials and Resources
	<p>(1-B) 5. Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include: --American belief in manifest Destiny and how it led to the Mexican War and its consequences --compare African American and Native American slavery --westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest) --origins and early history of the Women’s Movement</p> <p>(3-A)4. Explain and describe how water rights and energy issues cross state and national boundaries.</p> <p>(2-E)1. Explain and describe how movement of people impacted and shaped western settlement.</p> <p>(1-B)5 Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include: --American belief in manifest Destiny and how it led to the Mexican War and its consequences --compare African American and Native American slavery --westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest) --origins and early history of the Women’s Movement</p>	<p>Post American Revolution Westward Movement Mormon Trail</p> <p>Common Core Standards RH.6-8.7 RH.6-8.10</p> <p>Vocabulary Mormon Trail Mormons Joseph Smith Brigham Young</p> <p style="color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will locate the route taken by the Mormons that is now known as the Mormon Trail</p> <p>Students will explain why the Mormons headed West</p> <p>Students will perform a jig saw activity. Divide students into six groups, give each group a marker & piece of butcher paper. Give each group an article or section from the book over the following. 1) Manifest Destiny, 2) Mexico’s Independence, 3) Westward settlements effect on diverse groups, 4) Water Rights, 5) Settlement patterns in the west, 6) Inventions to help expansion. Then have each group make a poster about their information (12 minutes). Then rotate groups leaving one behind to teach. Rotate until students are back at where they started. You are not allowed to teach two times in a row, therefore, students will teach other groups material. Students will need to take notes at every station. Have students write a 1 paragraph reflection at the end of the jig saw.</p> <p style="text-align: center;">The student will be able to:</p> <p>Understand how and why the Mormons headed West.</p>	<p>Map</p> <p>Writing assignment</p> <p>Notes & Reflection</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 11 Map</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 11</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 11</p> <p>Different Articles found by teacher</p>

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Grade 8**

ESSENTIAL QUESTION: How did settlers travel west and what challenges did they face on their journey?

STRAND: I-History	BENCHMARK: I-B (5): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.

3	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (2-3 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 5. Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include:</p> <ul style="list-style-type: none"> --American belief in manifest Destiny and how it led to the Mexican War and its consequences --compare African American and Native American slavery --westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest) --origins and early history of the Women's Movement 	<p>Post American Revolution Westward Movement Oregon Trail</p> <p>Common Core Standards RH.6-8.7 RH.6-8.10</p> <p>Vocabulary Oregon Trail Boomtowns Mountain Men Chisholm Trail</p> <p style="color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will locate the Oregon Trail</p> <p>Students will understand what life was like traveling on the Oregon Trail</p> <p>Students will understand what life was like traveling on the Oregon Trail</p> <p style="text-align: center;">The student will be able to:</p> <p>Students will understand how and why settlers traveled West on the Oregon Trail as well as what daily life was like while traveling on the trail.</p>	<p>Map</p> <p>Journal Entries</p> <p>Participation</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914</i> (textbook) – Module 11 Map</p> <p><i>United States History: Beginnings to 1914</i> (textbook) – Module 11</p> <p>Oregon Trail computer game</p>

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ESSENTIAL QUESTION: What problems made Texas want to separate from Mexico?

STRAND: I-History	BENCHMARK: I-B (5): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.

3	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies	Assessments	Student Materials and Resources
	<p>(I-B) 5. Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include:</p> <ul style="list-style-type: none"> --American belief in manifest Destiny and how it led to the Mexican War and its consequences --compare African American and Native American slavery --westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest) --origins and early history of the Women's Movement 	<p>Post American Revolution Westward Movement The Alamo</p> <p>Common Core Standards RH.6-8.4 RH.6-8.10</p> <p>Vocabulary Stephen Austin Sam Houston Antonio Lopez de Santa Anna The Alamo Battle of San Jacinto</p> <p style="color: blue; font-size: small;">I= Introduce R=Review and Extend M=Master</p>	<p>(3-4 class periods)</p> <p>Students will locate the Alamo</p> <p>Students will sequence the events that resulted in the Battle of the Alamo and how it was a catalyst of the Mexican-American War</p> <p>Students will watch the movie "The Alamo"</p> <p style="text-align: center;">The student will be able to:</p> <p>Understand the Battle of the Alamo and its importance towards the Mexican-American War</p>	<p>Map</p> <p>Timeline</p> <p>Video Questions</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 12</i></p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 12</i> Craft materials</p> <p>The Alamo DVD</p>

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ESSENTIAL QUESTION: What was America driven to create a war with Mexico?

STRAND: I-History	BENCHMARK: I-B (5): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.

3	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (4-5 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 5. Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include:</p> <ul style="list-style-type: none"> --American belief in manifest Destiny and how it led to the Mexican War and its consequences --compare African American and Native American slavery --westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest) --origins and early history of the Women's Movement 	<p>Post American Revolution Westward Movement Mexican-American War</p> <p>Common Core Standards RH.6-8.7</p> <p>Vocabulary James K. Polk Manifest Destiny Treaty of Guadalupe Hidalgo Mexican Cession Gadsden Purchase California Gold Rush Forty-Niners Prospect Placer mining Donner Party</p> <p style="color: blue; font-size: small;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will sequence the events of the Mexican-American War</p> <p>Students will identify battle site of the Mexican-American War, the Mexican Cession and the Gadsden Purchase</p> <p>Students will understand the importance of the Mexican Cession and the Gadsden Purchase in fulfilling Manifest Destiny?</p> <p>Students will create a chart citing important events/people of the Mexican American War</p> <p style="text-align: center; font-weight: bold; margin-top: 20px;">The student will be able to:</p> <p>Sequence, locate, and understand the events of the Mexican-American War</p>	<p>Timeline</p> <p>Map</p> <p>Notes</p> <p>Chart</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 12</i> Craft materials</p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 12</i> Map</p> <p>PowerPoint</p> <p>Poster, craft supplies</p> <p>Vocabulary</p>

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ESSENTIAL QUESTION: How did the Industrial Revolution help shape life in the North?

STRAND: IV-Economics	BENCHMARK: IV-C (1): Describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patters, relationships, themes, ideas, beliefs, and turning points in N.M, U.S., and world history in order to understand the complexity of the human experience.

3	Performance Standard	Concept/Skills	Student Activities and Instructional Strategies (1-2 class periods)	Assessment	Student Materials and Resources
	<p>(IV-C) 1. Explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities and nations for some of the goods they consume.</p> <p>(IV-B)1. Describe the relationships among supply, demand and price and their roles in the United States market system.</p>	<p>Post American Revolution <i>Industrial Revolution</i></p> <p>Common Core Standards WHST.6-8.7 WHST.6-8.8 WHST.6-8.9</p> <p>Vocabulary Industrial Revolution Textiles Eli Whitney Interchangeable Parts Mass Production Trade Unions Strikes</p> <p style="color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will research two products of the Industrial Revolution; research will also result with why the particular products were developed in their particular region</p> <p>Students will look at the effects of the Erie Canal on America including specialization, unification of the country, and its economic effects.</p> <p style="text-align: center;">The student will be able to:</p> <p>Provide two products that were resulted from the period categorized as the Industrial Revolution. The students will also understand the need and benefit of this time period.</p>	<p>PowerPoint presentation/Rubric</p> <p>Questions</p> <p>PowerPoint presentation/Rubric</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 13</i> Student laptops Internet access PJHS library</p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 13</i></p> <p>Laptops, internet access</p>

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ESSENTIAL QUESTION: How did the political and economic differences between the North and South start to separate them?

STRAND: I-History II-Geography	BENCHMARK I-B (6): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history. I-D (1): Research historical events and people from a variety of perspectives II-B (1): Explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change. II-F (1): Understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution, and relative importance of resources.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.
 II- Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.

3	Performance Standard	Concepts/Skills	Student Activities and Instructional Strategies (2-3 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 6. Explain how sectionalism led to the Civil War, to include: --different economies that developed in the North, South, and West --Addition of new states to the Union and the balance of power in the U.S. Senate (Missouri and 1850 Compromises) --extension of slavery into the territories (e.g., Dred Scott Decision, Kansas-Nebraska Act, Frederick Douglas, John Brown) --presidential election of 1860, Lincoln’s victory, and the South’s secession.</p> <p>(I-D) 1. Understand and apply the problem-solving skills for historical research, to include: --use of primary and secondary sources --sequencing --posing questions to be answered by historical inquiry --collecting, interpreting, and applying information --gathering and validating materials that present a variety of perspectives</p> <p>(II-B) 1. Describe how individual and cultural characteristics affect perceptions of locales and regions</p> <p>(II-F) 1. Describe the differing viewpoints that individuals and groups have with respect to the use of resources.</p>	<p style="text-align: center;">Pre Civil War Life in the North Life in the South</p> <p style="text-align: center;">Common Core Standards RH.6-8.5 RH.6-8.7</p> <p style="text-align: center;">Vocabulary Transportation Revolution Samuel Morse Telegraph Morse code Lowell system Eli Whitney Cotton gin Interchangeable Parts Tredegar Iron Works Yeomen Cotton Belt</p> <p style="text-align: center; color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p style="text-align: center;">Students will identify the economic, political, and social differences between the North and the South</p> <p style="text-align: center; margin-top: 20px;">The student will be able to:</p> <p style="text-align: center;">Identify the economic, political, and social differences between the North and South</p>	<p>Chart Graphic Organizer</p> <p style="text-align: center; margin-top: 20px;">Quiz</p>	<p style="text-align: center;"><i>United States History: Beginnings to 1914 (textbook) – Module 13 and 14</i></p> <p style="text-align: center; margin-top: 20px;">North/South Quiz</p>

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ESSENTIAL QUESTION: How did slavery impact life in the United States?

<p>STRAND: I-History III-Civics and Government</p>	<p>BENCHMARK I-B (4 &5): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.</p> <p>III-D (2): Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.</p>
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.

III-Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with a particular emphasis on the U.S. and N.M. constitutions and how governments function at local, state, tribal, and national levels.

4	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (4-5 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 4. Describe the successes and failures of the reforms during the Age of Jackson, to include: --extension of franchise to all white men --Indian Removal, The Trail of Tears, The Long Walk --abolition movement (e.g., Quakers, Harriet Tubman, Underground Railroad)</p> <p>(I-B) 5. Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include: --American belief in manifest Destiny and how it led to the Mexican War and its consequences --compare African American and Native American slavery --westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest) --origins and early history of the Women’s Movement</p>	<p style="text-align: center;">Pre Civil War Slavery</p> <p style="text-align: center;">Common Core Standards RH.6-8.1 RH.6-8.2 RH.6-8.3 RH.6-8.6</p> <p style="text-align: center;">Vocabulary Middle Passage African Diaspora Overseers Spirituals Nat Turner’s Rebellion Abolition William Lloyd Garrison Frederick Douglass Harriet Tubman Underground Railroad Compromise of 1850 Fugitive Slave Act Sectionalism Free-Soil Party Harriet Beecher Stowe <i>Uncle Tom’s Cabin</i></p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will understand why the Missouri Compromise and the Compromise of 1850 were catalysts in the division of the United States.</p> <p>Students will identify slave population density in the north and the south.</p> <p>Students will read literature about Fredrick Douglas and Harriet Tubman and the Underground Railroad</p> <p>Students will debate the moral issues of slavery</p> <p style="text-align: center;">The student will be able to:</p> <p>Understand the different views towards slavery in the United States as well as laws that were passed regarding slavery that created a division among the states.</p>	<p>Notes</p> <p>Map</p> <p>Section book report activities/rubric</p> <p>Presentation/Rubric</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914 (textbook)</i> – Module 15</p> <p><i>United States History: Beginnings to 1914 (textbook)</i> – Module 15</p> <p><i>Life and Times of Fredrick Douglas</i> by Fredrick Douglas <i>Freedom Train: The Story of Harriet Tubman</i> by Dorothy Sterling <i>Harriet Tubman</i> by George Sullivan <i>The Underground Railroad</i> by Wade Hudson</p> <p><i>United States History: Beginnings to 1914 (textbook)</i> – Module 15 Laptops Internet</p> <p>Vocabulary</p>

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Grade 8**

ESSENTIAL QUESTION: How did slavery impact life in the United States?					
STRAND: I-History III-Civics and Government	BENCHMARK I-B (4 &5): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history. III-D (2): Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.				
STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience. III-Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with a particular emphasis on the U.S. and N.M. constitutions and how governments function at local, state, tribal, and national levels.					
4	Performance Standards (continued)	Concepts/Skills	Student Activities and Instructional Strategies	Assessments	Student Materials and Resources
	<p>(I-B) 6. Explain how sectionalism led to the Civil War, to include: --different economies that developed in the North, South, and West --Addition of new states to the Union and the balance of power in the U.S. Senate (Missouri and 1850 Compromises) --extension of slavery into the territories (e.g., Dred Scott Decision, Kansas-Nebraska Act, Frederick Douglas, John Brown) --presidential election of 1860, Lincoln's victory, and the South's secession.</p> <p>(III-D) 2. Understand the multiplicity and complexity of human rights issues.</p>	<p>Pre Civil War Slavery (cont.)</p>			

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ESSENTIAL QUESTION: How did reformers seek to improve women's rights in American society?					
STRAND: I-History III-Civics and Government	BENCHMARK I-B (3, 4, 5, & 6): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history. III-D (2): Explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes, and countries.				
STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience. III-Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the U.S. with a particular emphasis on the U.S. and N.M. constitutions and how governments function at local, state, tribal, and national levels.					
4	Performance Standard	Concepts/Skills	Student Activities and Instructional Strategies (1-2 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 5. Describe, explain, and analyze the aims and impact of Western Expansion and the settlement of the United States, to include: --American belief in manifest Destiny and how it led to the Mexican War and its consequences --compare African American and Native American slavery --westward migration of peoples (e.g., Oregon, California, Mormons, and Southwest) --origins and early history of the Women's Movement</p> <p>(III-D) 2. Understand the multiplicity and complexity of human rights issues.</p>	<p>Pre Civil War Women's Movement</p> <p>Common Core Standards RH.6-8.2 RH.6-8.4 WHST.6-8.4 WHST.6-8.6 WHST.6-8.8 WHST.6-8.9</p> <p>Vocabulary Angelina and Sarah Grimke Elizabeth Cady Stanton Susan B. Anthony Seneca Falls Convention Declaration of Sentiments</p> <p>I= Introduce R=Review and Extend M=Master</p>	<p>Students will create a brochure/advertisement for the Seneca Falls Convention.</p> <p>Students will identify key players in the woman's movement in the 1800s</p> <p style="text-align: center;">The student will be able to:</p> <p>Identify people and events of the woman's movement in the 1800s.</p>	<p>Rubric</p> <p>Notes</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 16</i> Laptops Internet</p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 16</i></p>

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ESSENTIAL QUESTION: What are the consequences of a country going to war with itself?

STRAND: I-History IV-Economics	BENCHMARK I-B (6): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history. IV-A (3): Explain and describe how individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.
IV- Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.

4	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (4-5 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 6. Explain how sectionalism led to the Civil War, to include: --different economies that developed in the North, South, and West --Addition of new states to the Union and the balance of power in the United States Senate (Missouri and 1850 Compromises) --extension of slavery into the territories (e.g., Dred Scott Decision, Kansas-Nebraska Act, Frederick Douglas, John Brown) --presidential election of 1860, Lincoln’s victory, and the South’s secession. (IV-A) 3. Explain that tension between individuals, groups, and/or countries is often based upon differential access to resources.</p>	<p style="text-align: center;">Pre Civil War Compromises and Causes of the Civil War</p> <p style="text-align: center;">Common Core Standards RH.6-8.1 RH.6-8.2 RH.6-8.4</p> <p style="text-align: center;">Vocabulary Stephen Douglas Kansas-Nebraska Act “Bleeding Kansas” Abraham Lincoln Lincoln-Douglas Debates Republican Party Dred Scott Decision John Brown’s Raid Secede Confederate States of America Jefferson Davis</p> <p style="text-align: center; color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will sequence the events that lead to the Civil War to include the following: Missouri Compromise, Compromise of 1850, Dred Scott decision, Kansas-Nebraska Act, John Brown’s Raid, Abraham Lincoln’s presidential victory, and the South’s secession</p> <p>Students will understand the causes of the Civil War and see the perspective of each from the North and South point of view</p> <p>Students will make a visual of the Missouri Compromise by constructing a map</p> <p>Students will make a newspaper explaining the Compromise of 1850 by making headlines and pictures</p> <p>Students will examine the court case Dred Scott v. Sandford and its ruling</p> <p style="text-align: center;">The student will be able to:</p> <p>Sequence and understand the events that led to the Civil War</p>	<p>Timeline</p> <p>Notes</p> <p>Map</p> <p>Newspaper</p> <p>Case study</p> <p>Quiz</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 17</i></p> <p>PowerPoint</p> <p>Poster, craft supplies</p> <p>Paper, craft supplies</p> <p>Supreme Court case studies (Glencoe)</p> <p>Vocabulary</p>

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ESSENTIAL QUESTION: How did the Civil War permanently transform America?

STRAND: I-History	BENCHMARK I-A (2): Explore and explain how people and events have influenced the development of N.M. up to the present day. I-B (7): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in N.M., U.S., and world history in order to understand the complexity of the human experience.

4	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (8-10 class periods)	Assessments	Student Materials and Resources
	<p>(I-A) 2. Analyze New Mexico’s role and impact on the outcome of the Civil War (e.g., strategic geographic location, significance of the Battle of Glorieta Pass, trade routes to California, native allegiances).</p> <p>(I-B) 7. Explain the course and consequences of the Civil War and how it divided people in the United States, to include: --contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant) --major turning points in the Civil War (e.g., impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property) --role of African Americans --purpose and effect of the Emancipation Proclamation.</p> <p>(2-D)1. Explain how human activities and physical processes influence change in ecosystems.</p> <p>(2-C)1. Explain and evaluate how changing perceptions of place and the natural environments up ancient civilizations.</p>	<p>Civil War Civil War</p> <p>Common Core Standards RST.6-8.4 RH.6-8.10 WHST.6-8.4 WHST.6-8.6 WHST.6-8.7 WHST.6-8.8 WHST.6-8.9</p> <p>Vocabulary Fort Sumter Border States Cotton Diplomacy Robert E. Lee “Stonewall” Jackson Battle of Antietam Emancipation Proclamation Battle of Gettysburg Pickett’s Charge Gettysburg Address Siege of Vicksburg Ulysses S. Grant 54th Massachusetts Infantry Sherman’s March to the Sea Total War Wilderness Campaign Appomattox Courthouse</p> <p>I= Introduce R=Review and Extend M=Master</p>	<p>Students will locate important battles of the Civil War</p> <p>Students will sequence important battles of the Civil War</p> <p>Students will research/gather songs and symbols that resulted because of the Civil War</p> <p>Students will identify key persons from the North and South during the Civil War</p> <p>Students will read literature about the Civil War</p> <p>Students will design a dioramic model of a scene of the civil war. This can be done by building a model or power point. Then students will need to write 1 page explain how the battle changed perceptions of their scene and the natural environment as well as how it affected human behavior.</p> <p>Students will watch “Glory” to learn about the 54th Massachusetts and the struggles they faced during the Civil War</p> <p style="text-align: center;">The student will be able to:</p> <p>Sequence battles, identify key people, and identify results of the Civil War</p>	<p>Map</p> <p>Timeline</p> <p>Collage/PowerPoint presentation</p> <p>Notes</p> <p>Section book report activities/rubric</p> <p>Dioramic model or power point 1 page writing</p> <p>Movie questions</p> <p>Unit Test</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 18</i></p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 18</i></p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 18</i> Laptops Internet Civilwar.org</p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 18</i></p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 18</i> Scholastic.com</p> <p><i>United States History Beginning to 1887 (textbook)</i> PJHS Library Civilwar.org</p> <p>“Glory” DVD</p> <p>Multiple Choice and Short Answer</p>

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ESSENTIAL QUESTION: How did the killing of Abraham Lincoln change the course of the country?

STRAND: I-History	BENCHMARK: I-B (8): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.
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STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning, points in N.M., U.S., and world history in order to understand the complexity of the human experience.

4	Performance Standard	Concepts/Skills	Student Activities and Instructional Strategies (3-4 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 8. Analyze the character and lasting consequences of Reconstruction, to include: --Reconstruction plans --impact of Lincoln’s assassination and the impeachment of Andrew Johnson --attempts to protect the rights and enhance the opportunities for freemen by the 13th, 14th, and 15th Amendments to the United States Constitution --post-Civil War segregation policies and their resulting impact on racial issues in the United States.</p>	<p style="text-align: center;">Post Civil War Lincoln Assassination</p> <p style="text-align: center;">Common Core Standards RH.6-8.4 RH.6-8.2 RH.6-8.8</p> <p style="text-align: center;">Vocabulary John Wilkes Booth Edwin Stanton Assassination</p> <p style="text-align: center; color: blue;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will understand why John Wilkes Booth assassinated Abraham Lincoln</p> <p>Students will sequence the assassination of Abraham Lincoln</p> <p>Students will read literature about President Lincoln’s assassination</p> <p>Students will watch “Killing Lincoln”</p> <p style="text-align: center;">The student will be able to:</p> <p>Sequence and understand the assassination of Abraham Lincoln</p>	<p>Notes</p> <p>Timeline</p> <p>Section book report activities/rubric</p> <p>Video Questions</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 19</i></p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 19</i></p> <p>PJHS library Scholastic.com <i>Chasing Lincoln’s Killer: The Search for John Wilkes Booth</i> by James Swanson</p> <p>“Killing Lincoln” DVD</p>

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ESSENTIAL QUESTION: What problems did the nation face while trying to rebuild the Union?					
STRAND: I-History	BENCHMARK I-B (8): Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in U.S. history.				
STANDARD: I- Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning, points in N.M., U.S., and world history in order to understand the complexity of the human experience.					
4	Performance Standards	Concepts/Skills	Student Activities and Instructional Strategies (4-5 class periods)	Assessments	Student Materials and Resources
	<p>(I-B) 8. Analyze the character and lasting consequences of Reconstruction, to include: --Reconstruction plans --impact of Lincoln's assassination and the impeachment of Andrew Johnson --attempts to protect the rights and enhance the opportunities for freemen by the 13th, 14th, and 15th Amendments to the United States Constitution --post-Civil War segregation policies and their resulting impact on racial issues in the United States.</p>	<p style="text-align: center;">Post Civil War Reconstruction</p> <p style="text-align: center;">Common Core Standards RH.6-8.2 RH.6-8.3 RH.6-8.4 RH.6-8.10</p> <p style="text-align: center;">Vocabulary Reconstruction Lincoln's Plan Radical Republican Plan Freedmen's Bureau Andrew Johnson 13th Amendment 14th Amendment 15th Amendment Ulysses S. Grant Military Reconstruction Black Codes Ku Klux Klan Poll Tax Jim Crow Laws Segregation Plessy v. Ferguson Compromise of 1877 Rutherford B. Hayes</p> <p style="text-align: center;">I= Introduce R=Review and Extend M=Master</p>	<p>Students will analyze the lasting effects of the 13th, 14th, and 15th Amendments to the United States Constitution</p> <p>Students will sequence the events of Reconstruction</p> <p>Students will understand the Freedman's Bureau, black codes, Ku Klux Klan, literacy tests, poll tax, Compromise of 1877, segregation, Jim Crow laws</p> <p>Students will examine Plessy v. Ferguson and its ruling</p> <p style="text-align: center;">The student will be able to:</p> <p>Understand the need for, events during, and results of Reconstruction</p>	<p>Graphic Organizer</p> <p>Timeline</p> <p>Notes</p> <p>Case Study</p> <p>End of Course Exam</p>	<p><i>United States History: Beginnings to 1914 (textbook) – Module 19</i></p> <p><i>United States History: Beginnings to 1914 (textbook) – Module 19</i></p> <p>PowerPoint</p> <p>Supreme Court case studies (Glencoe)</p> <p>Multiple Choice</p>