CURRICULUM MAP SOCIAL STUDIES GRADE 8 GEOGRAPHY
North Smithfield School Department

UNIT	Social Studies GSEs/Standards	
UNIT 1 **A Changing Nation** Essential Questions *What forces and events affected national unity and growth?* *What impact did Andrew Jackson's presidency have on the nation?* *How did westward expansion transform the nation?* *How did immigration and social reform change the nation in the mid-1800s?*	**Civics and Government** • Using a variety of sources to identify and defend a position on a democratic principle. **C&G 2 (7-8) –2b** • Defining the concepts: "civic"(*adj.*), "civics"(*n*), "civil," and "citizen" **C&G 3 (7-8) –1a** • Evaluating and defending a position on issues involving *individual rights.* **C&G 3 (7-8) –1b** • Identifying a citizen's responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) –1c** • Identifying/explaining how an action taken by an individual or a group impacts the rights of others. **C&G 3 (7-8) –2b** • Describing how and why individuals identify themselves politically. **C&G 4(7-8) –1b** • Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e** • Demonstrating the ability to compromise. **C&G 4(7-8) –3b** • Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c** • Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d** • Tracing/explaining social, technological, geographical, economical, cultural connections for a society **C&G 5(7-8) –1a** • Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. **C&G 5(7-8) –1b** • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8) –2a** • Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8) –2b** **Historical Perspective** • Identifying appropriate sources and using evidence to substantiate specific accounts of human activity. **HP 1 (7-8) –1a** • Drawing inferences from Rhode Island History about the larger context of history. **HP 1 (7-8) –1b** • Asking/ answering historical questions, evaluating sources of information, organizing the information **HP 1 (7-8) –1c** • Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b** • Determining the cause(s) and effect(s) of specific historical events that impact RI today. **HP 2 (7-8) –1a** • Analyzing the impact of RI's ethnic development on local, state, and national history. **HP 2 (7-8) –1b** • Analyzing/evaluating how national world events have impacted RI and how RI has impacted world events. **HP2 (7-8) –1c** • Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a** • Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b** • Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. **HP 2 (7-8) –3a** • Citing evidence from a society to explain how shared events affect how individuals and societies **HP 4 (7-8) –1b** • Identifying how movement impacts cultural diversity. **HP 5 (7-8) –1a** • Applying demographic factors. **HP 5 (7-8) –1b** • Describing how and why various factors impact an individual or a group's perspective of events. **HP 5 (7-8) – 3a** • Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b** **Economics** **Geography** • Categorizing and evaluating a variety of factors. **G 2 (7-8) –4b** • Analyzing how migration affects a population. **G 3 (7-8) –1a** • Using evidence to build a logical argument in support or in opposition to expansion of human settlement. **G 3 (7-8) –3a** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading **(RH)** • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • Range of Writing **(WHST)**	**HISTORICAL THINKING** • Chronological thinking • Historical comprehension • Historical analysis and interpretation, historical research capabilities • Historical research capabilities • Historical issues – analysis and decision-making
UNIT 2 **A Nation Divided** Essential Questions *What issues and events shattered*	**Civics and Government** • Explaining what happens when political structures do or do not meet the needs of people. **C&G 1 (7-8) –1c** • Explaining how democratic values are reflected in enduring documents political speeches/ group actions. **C&G 2(7-8) –a** • Identifying the impact of an historic court case. **C&G 3 (7-8) –2c** • Evaluating the strengths and weaknesses of various political systems. **C&G 4(7-8) –1c** • Examining how elections are/can be vehicles of change. **C&G 4(7-8) –1d** • Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e** • Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) –2b** • Engaging in the political process. **C&G 4(7-8) –2c** • Demonstrating an understanding and empathy for the opinions of others. **C&G 4(7-8) –3a**	

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the nation's unity and led to civil war? *What events, leaders, and strategies shaped the early years of war?* *In what ways did the Civil War transform the nation?*	• Demonstrating the ability to compromise. **C&G 4(7-8) –3b** • Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c** • Identifying, describing, explaining how people are politically, economically, environmentally, militarily, and (or) diplomatically connected. **C&G 5(7-8) –1b** • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8) –2a** • Considering competing interests on issues that benefit some people and cause other people to suffer. **C&G 5(7-8) –2b** • Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b** **Historical Perspective** • Identifying appropriate sources and using evidence to substantiate specific accounts of human activity. **HP 1 (7-8) –1a** • Asking/ answering historical questions, evaluating sources of information, organizing the information **HP 1 (7-8) –1c** • Investigating/analyzing historical and visual data in order to draw connections between a series of events. **HP1(7-8) –2a** • Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b** • Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a** • Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b** • Establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time; and to construct an historical narrative. **HP 2 (7-8) –3a** • Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b** **Economics** • Explaining the cyclical relationship of the participants within an economy. **E 3 (7-8) – 1a** **Geography** • Identifying and utilizing a variety of maps. **G 1 (7-8) –1a** • Analyzing and explaining the geographical influences that shape regions and places. **G 2 (7-8) –2a** • Analyzing/ explaining how geography influences cultural perspectives and experiences. **G 2 (7-8) –3a** • Categorizing and evaluating a variety of factors. **G 2 (7-8) –4b** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading (RH) • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • Range of Writing **(WHST)**	
UNIT 3 **A Nation Rebuilt** Essential Questions *How did a deeply divided nation move forward after the Civil War?* *How did the nation change as result of westward movement after the Civil War?*	**Civics and Government** • Defining and identifying the nature of authority and sources of power **C&G 1 (7-8) –2c** • Identifying the functions of the three branches of government **C&G 2 (7-8) –1a** • Tracing the process of how an idea transforms into a bill and then becomes a law **C&G 2 (7-8) –1c** • Defining the concepts: "civic"(*adj.*), "civics"(*n*), "civil," and "citizen" **C&G 3 (7-8) –1a** • Identifying a citizen's responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) –1c** • Identifying conflicts between individual rights and the common good. **C&G 3 (7-8) –1d** • Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a** • Identifying the impact of an historic court case. **C&G 3 (7-8) –2c** • Evaluating the strengths and weaknesses of various political systems. **C&G 4(7-8) –1c** • Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e** • Demonstrating the ability to compromise. **C&G 4(7-8) –3b** • Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c** • Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d** • Tracing/explaining social, technological, geographical, economical, cultural connections for a society **C&G 5(7-8) –1a** • Identifying/ discussing factors that lead breakdown of order among societies resulting consequences. **C&G 5(7-8) –2a** • Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b** **Historical Perspective** • Asking/ answering historical questions, evaluating sources of information, organizing the information **HP 1 (7-8) –1c** • Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b** • Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a** • Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b** • Analyzing a social movement from its inception, its impacts on us today, its implications for the future .**HP 3 (7-8) –1a** • Evaluating alternative courses of action, ethical considerations, interest of those affected by the decision **HP 3 (7-8) –1b**	

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What forces led to the end of traditional Native American life?	• Comparing and contrasting the cultural influences that shape individuals and historical events. **HP 3 (7-8) –2c** • Citing specific evidence to explain how factors impacted a civilization's adaptation, development. **HP 4 (7-8) –1a** • Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. **HP 4 (7-8) –2a** • Describing how inventions and technological improvements. **HP 4 (7-8) –2c** • Applying demographic factors. **HP 5 (7-8) –1b** • Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b** **Economics** • Describing how inventions, innovations, and technology stimulate economic growth. **E 2 (7-8) – 2a** • Explaining how innovations/technology impact industries, economies, cultures, and innovations. **E 2 (7-8) – 2b** • Identifying/evaluating the benefits/cost of alternative public. **E 3 (7-8) – 2b** **Geography** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading (RH) • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • Range of Writing **(WHST)**	
UNIT 4 **Industrialization and Immigration** Essential Questions *What new problems and opportunities developed as American became an industrial power?* *What were the results of new inventions and corporations during the Gilded Age?* *What were the results of new immigration and industrialization?*	**Civics and Government** • Defining the concepts: "civic"(*adj.*), "civics"(*n*), "civil," and "citizen" **C&G 3 (7-8) –1a** • Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a** • Identifying/explaining how an action taken by an individual or a group impacts the rights of others. **C&G 3 (7-8) –2b** • Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e** • Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d** • Tracing/explaining social, technological, geographical, economical, cultural connections for a society **C&G 5(7-8) –1a** **Historical Perspective** • Identifying appropriate sources and using evidence to substantiate specific accounts of human activity**. HP 1 (7-8) –1a** • Drawing inferences from Rhode Island History about the larger context of history. **HP 1 (7-8) –1b** • I**n**vestigating/analyzing historical and visual data in order to draw connections between a series of events. **HP1(7-8) –2a** • Determining the cause(s) and effect(s) of specific historical events that impact RI today. **HP 2 (7-8) –1a** • Analyzing the impact of RI's ethnic development on local, state, and national history. **HP 2 (7-8) –1b** • Analyzing/evaluating how national world events have impacted RI and how RI has impacted world events. **HP2 (7-8) –1c** • Analyzing a social movement from its inception, its impacts on us today, its implications for the future .**HP 3 (7-8) –1a** • Evaluating alternative courses of action, ethical considerations, interest of those affected by the decision **HP 3 (7-8) –1b** • Recognizing how the similarities of human issues across time periods influence own personal histories. **HP 3 (7-8) –2a** • Citing evidence from a society to explain how shared events affect how individuals and societies **HP 4 (7-8) –1b** • Identifying/ describing how traits of civilization develop to innovations, inventions, change, expansion. **HP 4 (7-8) –2a** • Explaining the impact of interactions. **HP 4 (7-8) –2b** • Describing how inventions and technological improvements. **HP 4 (7-8) –2c** • Identifying how movement impacts cultural diversity. **HP 5 (7-8) –1a** • Comparing/contrasting cultural expectations in different communities/societies. **HP 5 (7-8) – 2a** • Describing how diversity contributes to cultural diffusion, acculturation, or assimilation. **HP 5 (7-8) – 2b** **Economics** • Describing how a society's definition / of value affects distribution of wealth and consumer choices. **E 1 (7-8) – 2b** • Predicting the impact of incentives, on the way producers and consumers exchange goods. **E 2 (7-8) – 1c** • Explaining how government succeeds or fails to provide support in a market economy. **E 3 (7-8) – 2a** **Geography** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	

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What was the impact of racism on the African American community? *Why did workers organize, and how did business leaders react to workers' demands?* *How did industrialization and new technology create a mass culture in the U.S.?*	• RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading **(RH)** • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • **Research** • Range of Writing **(WHST)**	
UNIT 5: **America Transformed** Essential Questions *How did Americans benefit from progressive reforms?* *How did women's lives change in the late 1800s, and how did they obtain the right to vote?* *How did America's growing power affect its relationships with other nations?*	**Civics and Government** • Defining and identifying the nature of authority and sources of power **C&G 1 (7-8) –c** • Tracing the process of how an idea transforms into a bill and then becomes a law **C&G 2 (7-8) –1c** • Identifying a citizen's responsibilities in a democratic society (personal, economic, legal, and civic). **C&G 3 (7-8) –1c** • Identifying conflicts between individual rights and the common good. **C&G 3 (7-8) –1d** • Identifying an issue, proposing solutions, and developing an action plan to resolve the issue. **C&G 3 (7-8) –2a** • Explaining how various factors affect how leaders are selected or elected through an election process. **C&G 4(7-8) –1a** • Describing how and why individuals identify themselves politically. **C&G 4(7-8) –1b** • Examining how elections are/can be vehicles of change. **C&G 4(7-8) –1d** • Recognizing multiple perspectives on historical or current controversial issues. **C&G 4(7-8) –1e** • Expressing/defending an informed opinion and presenting their opinion to an audience. **C&G 4(7-8) –2a** • C &G4 (7-8)**0-2b** • Engaging in the political process. **C&G 4 (7-8) –2c** • Recognizing the cause(s) and effect(s) of taking a civil action. **C&G 4(7-8) –3c** • Utilizing a variety of reliable sources to develop an informed opinion. **C&G 4(7-8) –3d** • Summarizing a significant situation; proposing and defending actions to be taken or not taken. **C&G 5(7-8) –3b** **Historical Perspective** • Developing, expanding, and supporting an historical thesis, based on a series of events **HP 1 (7-8) –2b** • Analyzing/evaluating how national world events have impacted RI and how RI has impacted world events. **HP2 (7-8) –1c** • Identifying key events and people of a particular historical era or time. **HP 2 (7-8) –2a** • Correlating key events to understand the historical perspective of the time period in which they occurred. **HP2(7-8) –2b** • Analyzing a social movement from its inception, its impacts on us today, its implications for the future .**HP 3 (7-8) –1a** • Comparing and contrasting the cultural influences that shape individuals and historical events. **HP 3 (7-8) –2c** • Explaining the impact of interactions. **HP 4 (7-8) –2b** • Describing how diversity contributes to cultural diffusion, acculturation, or assimilation. **HP 5 (7-8) – 2b** • Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation. **HP 5 (7-8) – 2c** • Describing how and why various factors impact an individual or a group's perspective of events. **HP 5 (7-8) – 3a** • Explaining/ analyzing how changing perspectives impact history using primary documents as evidence. **HP 5 (7-8) – 3b** **Economics** **Geography** • Identifying and utilizing a variety of maps. **G 1 (7-8) –1a** **Reading** **Key Ideas and Details (RH)** • RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source. • RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies • **Craft and Structure (RH)** • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary • RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). • RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose . **Integration of Knowledge and Ideas (RH)** • RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	

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	• RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading **(RH)** • RH.6-8.10 Read and comprehend history/social studies texts in the grades 6–8 text complexity band **Writing** • Text Types and Purposes: argument and informational **(WHST)** • Production and Distribution **(WHST)** • Range of Writing **(WHST)**	