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| <b>8<sup>th</sup> Grade Quarterly Content Guide</b>  |  | <b>(Based on EOC Blueprint)</b>  |
| <b>CCSS Reading in Social Studies</b><br><a href="#">RH Evidence Table</a>   | <b>CCSS Writing in Social Studies</b><br><a href="#">RW Evidence Table</a>   |  |
| <b>Quarter 2</b>   |  |  |
| <b>Weeks 1-3</b>   |  |  |
| <b>American Revolution</b>   |  |  |
| <b>Benchmark 1-B, 8.1: United States:</b> Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.  |  |  |
| <p><b>Students will:</b></p> <p><b>1-B, 8.1</b> Describe, evaluate, and interpret the economic and political reasons for the American Revolution, to include:</p> <p><b>1-B, 8.1-a.</b> attempts to regulate colonial trade through passage of the Tea Act, Stamp Act, and Intolerable Acts; colonists’ reaction to British policy (e.g., boycotts, the Sons of Liberty, petitions, appeals to parliament);</p> <p><b>3-C, 8.1-a 1.</b> Describe political philosophies and concepts of government that became the foundation for the American Revolution and the United States government, to include: a. 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).</p> <p><b>1-B, 8.1-b.</b> the ideas expressed in the Declaration of Independence, including the Preamble;</p> | <p><b>CCSS RH. 1, 2, 4, 6, &amp; 7</b> are taught and tested all four quarters.</p> <p><b>RH.1.</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>RH.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> | <p><b>By the end of Quarter 2, students will write a 5 paragraph essay explaining how the United States was able to win the American Revolution.</b></p> <p><b>National History Day Research</b></p> <p><b>CCSS RW.2d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>2e.</b> Establish and maintain a formal style and objective tone.</p> |
| <b>Constitution</b>  |  |  |
| <b>Weeks 4-6</b>   |  |  |

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| <b>Benchmark 3-A, 8.1 United States:</b> Demonstrate understanding of the structure, functions, and powers of government (local, state, tribal, and national).   |  |  |
| <b>Benchmark 3-C, 8.1-a United States:</b> Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government.  |  |  |
| <p><b>3-A, 8.1.</b> 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:</p> <p><b>3-A, 8.2-a.</b> Identify and describe a citizen's fundamental constitutional rights: freedom of religion, expression, assembly and press.</p> <p><b>3-A, 8.1-f.</b> 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: f. separation of powers through the development of differing branches.</p> | <p><b>CCSS RH.4.</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>                | <p><b>CCSS RW. 2f.</b> Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>  |
| <b>Weeks 7-8</b>   |  |  |
| <b>A New Nation</b>  |  |  |
| <b>Benchmark 1-B, 8.1: United States:</b> Analyze and interpret major eras, events, and individuals from the periods of exploration and colonization through the Civil War and Reconstruction in United States history.  |  |  |
| <p><b>1-B, 8.3-a. &amp; b.</b> Describe and explain the actions taken to build one nation from thirteen states, to include: a. precedents established by George Washington (e.g., cabinet, two-term presidency); Alexander Hamilton's financial plan (e.g., the national bank, payment of debts); b. creation of political parties (democratic republicans and the federalists).</p> <p><b>1-B, 8.2-a &amp; b.</b> Describe the aspirations, ideals, and events that served as the foundation for the creation of</p>  | <p><b>CCSS RH.2.</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> | <p><b>CCSS RW.10.</b> Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><b>CCSS RW.2b.</b> Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> |

a new national government, to include: a. the Articles of Confederation, the constitution, and the success of each in implementing the ideals of the Declaration of Independence; b. major debates of the constitutional convention and their resolution (e.g., the Federalist Papers), contributions, and roles of major individuals in the writing and ratification of the constitution (e.g., George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay).

**Week 9**

**Review/Assessment/Essay**