

# Marysville Public Schools

## 8<sup>th</sup> Grade Social Studies

### Curriculum Pacing Guide

Weeks	Unit Block	Michigan Course Curriculum Expectations (CCE)	Power Standards - Critical Content - Key Concepts
8	1	8-U3.3.7, 8-F1.1, 8-F1.2, 8-F1.3, 8-U3.3.1, 8-U3.3.2, 8-U3.3.3, 8-U3.3.4, 8-U3.3.5, 8-U3.3.6  <b>Resources:</b> <ul style="list-style-type: none"> <li>Economics Packet</li> <li>Citizen Handbook</li> <li>Declaration of Independence</li> <li>Chapters 8-9</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>Persuasive Editorials</li> </ul>	Foundations of a Nation <b>How do people and conditions interact to bring about change?</b> <ul style="list-style-type: none"> <li>How are political and philosophical ideas and the experiences of the colonists and Founders reflected in the Declaration of Independence, Articles of Confederation, United States Constitution, and the Bill of Rights?</li> <li>How did the concept of freedom influence critical issues debated at the Constitutional Convention (e.g., distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery)?</li> </ul>
<b>Marking Period 1</b>			
4	2	8-U4.1.1, 8-U4.1.2, 8-U4.1.3, 8-U4.1.4  <b>Resources:</b> <ul style="list-style-type: none"> <li>Chapters 10-11</li> </ul>	Challenges to an Emerging Nation <b>How successful were political and social leaders in solving domestic and international problems faced by the new nation?</b> <ul style="list-style-type: none"> <li>How did political and social leaders attempt to meet the domestic and foreign challenges facing the new government?</li> <li>How did competing ideas, experiences of political leaders, and fears of the Founders influence the development of political parties?</li> <li>How did the decisions by the President and Congress and decisions of the Supreme Court help to define the authority of the national government?</li> </ul>
4	3	8-U4.2.1, 8-U4.2.2, 8-U4.2.3, 8-U4.2.4, 8-U4.1.2, HS-F1.1  <b>Resources:</b> <ul style="list-style-type: none"> <li>Chapters 12, 13, 14</li> </ul> <b>Writing:</b> <ul style="list-style-type: none"> <li>Persuasive</li> </ul>	Regional and Economic Growth <b>How did people respond to the challenges presented by regional and economic growth?</b> <ul style="list-style-type: none"> <li>How did territorial demographic, and economic growth affect regional differences in the nation?</li> <li>How did the political, social, and economic consequences of westward expansion complicate national issues?</li> <li>How does historical evidence support the claim that the Age of Jackson was a period of contradictions?</li> </ul>
<b>Marking Period 2</b>			

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3	4	8-U4.3.1, 8-U4.3.2, 8-U4.3.3, 8-U4.3.4, 8-U4.3.5, 8-P3.1.1, 8-P4.2.1, 8-P4.2.2, 8-P4.2.3  <b>Resources:</b> <ul style="list-style-type: none"><li>• Chapters 15, 16 (Sectional differences)</li></ul>	Antebellum Reform Movements <b>How did changes caused by economic and territorial growth and the actions of reformers lead to growing sectionalism?</b> <ul style="list-style-type: none"><li>• How successful were reformers of the mid-1800s in reducing the disparities between American ideals and reality?</li><li>• How did religion and democratic ideals influence reform movements?</li><li>• In what ways do current public issues have their roots in antebellum reform movements?</li></ul>
6	5	8-U5.1.1, 8-U5.1.2, 8-U5.1.3, 8-U5.1.4, 8-U5.1.5, 8-U5.1.6, 8-U5.2.1  <b>Resources:</b> <ul style="list-style-type: none"><li>• Chapters 15, 16, 17</li></ul> <b>Writing:</b> <ul style="list-style-type: none"><li>• Persuasive</li></ul>	The Coming of the Civil War <b>How did the Civil War reflect American society's move toward or away from its core ideal of freedom as found in the Declaration of Independence and the Constitution?</b> <ul style="list-style-type: none"><li>• How did slavery and abolitionism reflect issues involving majority rule and individual liberty?</li><li>• How did the reasons for secession reflect unresolved political, social, and economic tensions?</li><li>• How did questions of race manifest themselves in antebellum America?</li></ul>
<b>Marking Period 3</b>			
<b>End Semester 1</b>			
3	6	8-U5.2.2, 8-U5.2.3, 8-U5.2.4, 8-U5.2.5  <b>Resources:</b> <ul style="list-style-type: none"><li>• Chapters 18</li></ul>	The Civil War <b>Why is the Civil War era considered the pivotal chapter in American history?</b> <ul style="list-style-type: none"><li>• How did the Civil War affect Americans and American society?</li><li>• How and why did the North win the Civil War?</li><li>• How did Lincoln's presidency affect the nation and its people?</li></ul>

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4	7	8-U5.3.1, 8-U5.3.2, 8-U5.3.3, 8-U5.3.4, 8-U5.3.5, HS-F1.2  <b>Resources:</b> • <b>Chapters 19</b>	Reconstruction <b>Why was the Civil War Era considered a critical period in American history?</b> • How did government reconstruction policies affect race relations? • How did the Reconstruction era reflect America's movement toward and/or away from its core ideal found in the Declaration of Independence and Constitution? • How did issues concerning the rule of law, limited government, and individual rights affect Americans during the Reconstruction era?
4	8	8-U6.1.1  <b>Resources:</b> • <b>Chapters 20</b>  <b>Writing:</b> • <b>Persuasive</b>	America in the Last Half of the 19 <sup>th</sup> Century <b>How did the transformation occurring in 19<sup>th</sup> Century America influence and reflect the concepts of "freedom" and "equality" in the United States?</b> • How did the post-Reconstruction treatment of African Americans, American Indians, and immigrants reflect injustices within American society and challenge notions of freedom and equality? • How did changes in demographics and global competition affect American society? • How did geographic, economic, political, and social/cultural changes transform American society in the 19 <sup>th</sup> Century?
<b>Marking Period 4</b>			
<b>End Semester 2</b>			

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