### 8th Grade U.S. History Curriculum Map

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### ESSENTIAL SKILLS (ESS.)

1. (P/LS 4.A.6-8.1) Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.
2. (P/LS 3.A.6-8.2) Draw conclusions regarding the plausible author, date, origin, audience, and purpose of primary sources when no easily identifiable in the source.
3. (P/LS 5.A.6-8.2) Compose informative essays and other written products about social evidence (e.g. facts, examples, details) from multiple sources, maintaining an organized, formal structure.
4. (CS 8.1.6) Examine the central ideas expressed in the Declaration of Independence, drafted by Thomas Jefferson and adopted July 4, 1776, and their intellectual origins.
5. (CS 8.3.8) Explain how the Constitution of the United States was amended to include the Bill of Rights; identify and analyze the guarantees of individual rights and liberties as expressed in each of the ten amendments.
6. (CS 8.7) The student will examine the political, economic and social transformations of the Jacksonian Era.
7. (CS 8.8.4) Analyze the consequences of westward expansion, including the impact on the culture of American Indians and their homelands, and the growing sectional tensions regarding the expansion of slavery.
8. (CS 8.9.4) Summarize the impact of the Abolitionist Movement including the writings and work of Frederick Douglass and William Lloyd Garrison.
9. (CS 8.9.5) Identify the ideals, significance, and key leaders of the Second Great Awakening and the Women’s Suffrage Movement, including the Declaration of Sentiments and the leadership of Susan B. Anthony, Elizabeth Cady Stanton, and Sojourner Truth.
10. (CS 8.10.1) Summarize the importance of slavery as the principal cause of increased sectional polarization leading to the Civil War.
11. (8.11.1) Analyze the immediate impact of the presidential election of 1860 including secession of southern states who declared slavery as the central factor for seceding, Lincoln’s goal to preserve the Union, formation of the Confederate States of America, and tensions over strategic border states.
12. (CS 8.12.2) Analyze the impact of state and federal legislation following the Civil War including the 13th, 14th, and 15th Amendments, Black Codes and Jim Crow laws, and the establishment of the Freedmen’s Bureau.

### NEED TO KNOW SKILLS (NEC.)

1. Distinguish among fact, opinion, and reasoned judgement in a text.
2. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
3. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
5. Draw evidence from informational texts to support analysis, reflection, and research.
6. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
7. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
8. Gather relevant information from multiple print and digital sources, using such terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### NICE TO KNOW SKILLS (NICE)

1. Establish and maintain a formal style.
2. 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.
3. Describe how a text presents information (e.g., sequentially, comparatively, causally).
4. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
5. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
6. Analyze the relationship between a primary and secondary source on the same topic.