

Cabarrus County Schools

8th Grade Social Studies Curriculum Map

[Click here to read the Preamble to the 8th Grade Social Studies Documents.](#)

Scope and Sequence for 8 th Grade Social Studies								
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
N.C. Geography & Settlement	Revolution	Systems of Government	Expansion	Civil Conflict	Industrialization & Reform	Global Conflict in the 20 th Century	Civil Liberties	Transformation of the New South
3 Weeks	4 weeks	2 weeks	4 weeks	5 weeks	4 weeks	8 weeks	4 weeks	1 week
8.H.1	8.H.1	8.H.1	8.H.1	8.H.1	8.H.1	8.H.1	8.H.1	8.H.2
8.H.2	8.H.2	8.H.2	8.H.2	8.H.2	8.H.2	8.H.2	8.H.2	8.H.3
8.H.3	8.H.3	8.C&G.1	8.H.3	8.H.3	8.H.3	8.H.3	8.H.3	8.G.1
8.G.1	8.C&G.1	8.C&G.2	8.G.1	8.G.1	8.G.1	8.G.1	8.C&G.1	8.C&G.1
8.C.1	8C&G.2		8.E.1	8.C&G.2	8.E.1	8.E.1	8.C&G.2	8.C&G.2
			8.C&G.1	8.C.1	8.C&G.1	8.C&G.1	8.C.1	8.C.1
			8.C.1		8.C&G.2	8.C&G.2		8.E.1

Cabarrus County Schools

8th Grade Social Studies Curriculum Map

North Carolina Essential Standards for 8th Grade Social Studies

History (H)

8.H.1 Apply historical thinking to understand the creation and development of North Carolina and the United States.

- 8.H.1.1 Construct charts, graphs, and historical narratives to explain particular events or issues.
- 8.H.1.2 Summarize the literal meaning of historical documents in order to establish context.
- 8.H.1.3 Use primary and secondary sources to interpret various historical perspectives.
- 8.H.1.4 Use historical inquiry to evaluate the validity of sources used to construct historical narratives (e.g. formulate historical questions, gather data from a variety of sources, evaluate and interpret data and support interpretations with historical evidence).
- 8.H.1.5 Analyze the relationship between historical context and decision-making.

8.H.2 Understand the ways in which conflict, compromise and negotiation have shaped North Carolina and the United States.

- 8.H.2.1 Explain the impact of economic, political, social, and military conflicts (e.g. war, slavery, states' rights and citizenship and immigration policies) on the development of North Carolina and the United States.
- 8.H.2.2 Summarize how leadership and citizen actions (e.g. the founding fathers, the Regulators, the Greensboro Four, and participants of the Wilmington Race Riots, 1898) influenced the outcome of key conflicts in North Carolina and the United States.
- 8.H.2.3 Summarize the role of debate, compromise, and negotiation during significant periods in the history of North Carolina and the United States.

8.H.3 Understand the factors that contribute to change and continuity in North Carolina and the United States.

- 8.H.3.1 Explain how migration and immigration contributed to the development of North Carolina and the United States from colonization to contemporary times (e.g. westward movement, African slavery, Trail of Tears, the Great Migration and Ellis and Angel Island).
- 8.H.3.2 Explain how changes brought about by technology and other innovations affected individuals and groups in North Carolina and the United States (e.g. advancements in transportation, communication networks and business practices).
- 8.H.3.3 Explain how individuals and groups have influenced economic, political and social change in North Carolina and the United States.
- 8.H.3.4 Compare historical and contemporary issues to understand continuity and change in the development of North Carolina and the United States.

Geography and Environmental Literacy (G)

8.G.1 Understand the geographic factors that influenced North Carolina and the United States.

- 8.G.1.1 Explain how location and place have presented opportunities and challenges for the movement of people, goods, and ideas in North Carolina and the United States.
- 8.G.1.2 Understand the human and physical characteristics of regions in North Carolina and the United States (e.g. physical features, culture, political organization and ethnic make-up).
- 8.G.1.3 Explain how human and environmental interaction affected quality of life and settlement patterns in North Carolina and the United States (e.g. environmental disasters, infrastructure development, coastal restoration and alternative sources of energy).

Economics and Financial Literacy (E)

8.E.1 Understand the economic activities of North Carolina and the United States.

- 8.E.1.1 Explain how conflict, cooperation, and competition influenced periods of economic growth and decline (e.g. economic depressions and recessions).

Cabarrus County Schools

8th Grade Social Studies Curriculum Map

8.E.1.2 Use economic indicators (e.g. GDP, inflation and unemployment) to evaluate the growth and stability of the economy of North Carolina and the United States.

8.E.1.3 Explain how quality of life is impacted by personal financial choices (e.g. credit, savings, investing, borrowing and giving).

Civics and Government (C&G)

8.C&G.1 Analyze how democratic ideals shaped government in North Carolina and the United States.

8.C&G.1.1 Summarize democratic ideals expressed in local, state, and national government (e.g. limited government, popular sovereignty, separation of powers, republicanism, federalism and individual rights).

8.C&G.1.2 Evaluate the degree to which democratic ideals are evident in historical documents from North Carolina and the United States (e.g. the Mecklenburg Resolves, the Halifax Resolves, the Declaration of Independence, the Articles of Confederation, the Bill of Rights and the principles outlined in the US Constitution and North Carolina Constitutions of 1776, 1868 and 1971).

8.C&G.1.3 Analyze differing viewpoints on the scope and power of state and national governments (e.g. Federalists and anti-Federalists, education, immigration and healthcare).

8.C&G.1.4 Analyze access to democratic rights and freedoms among various groups in North Carolina and the United States (e.g. enslaved people, women, wage earners, landless farmers, American Indians, African Americans and other ethnic groups).

8.C&G.2 Understand the role that citizen participation plays in societal change.

8.C&G.2.1 Evaluate the effectiveness of various approaches used to effect change in North Carolina and the United States (e.g. picketing, boycotts, sit-ins, voting, marches, holding elected office and lobbying).

8.C&G.2.2 Analyze issues pursued through active citizen campaigns for change (e.g. voting rights and access to education, housing and employment).

8.C&G.2.3 Explain the impact of human and civil rights issues throughout North Carolina and United States history.

Culture (C)

8.C.1 Understand how different cultures influenced North Carolina and the United States.

8.C.1.1 Explain how influences from Africa, Europe, and the Americas impacted North Carolina and the United States (e.g. Columbian Exchange, slavery and the decline of the American Indian populations).

8.C.1.2 Summarize the origin of beliefs, practices, and traditions that represent various groups within North Carolina and the United States (e.g. Moravians, Scots-Irish, Highland Scots, Latinos, Hmong, Africans, and American Indians)

8.C.1.3 Summarize the contributions of particular groups to the development of North Carolina and the United States (e.g. women, religious groups, and ethnic sectors such as American Indians, African Americans, and European immigrants).