

**Jemez Valley Public Schools**  
**EIGHTH GRADE SOCIAL STUDIES • CONTENT MAP**

Quadrant I	Quadrant II	Quadrant III	Quadrant IV
Strand 1: History			
Standard: Students are able to identify important people and events in order to analyze significant patterns, relationships, themes, ideas, beliefs, and turning points in New Mexico.			
<p>Compare and contrast the settlement patterns of the American Southwest with other regions of the United States</p> <p>Describe and explain the significance of the Line of Demarcation on the colonization of the New World.</p> <p>Compare and contrast the influence of European countries (e.g. England, France, Holland) on the development of colonies in the New World.</p> <p>Describe, evaluate and interpret the economic and political reasons for the American Revolution, to include; (a) attempts to regulate colonial trade through passage of the Tea Act, Stamp Act, and Intolerable Acts, (b) colonists' reaction to British policy (e.g. boycotts, the Sons of Liberty, petitions, appeals to Parliament), and (c) the ideas expressed in the Declaration of Independence, including the Preamble.</p>	<p>Describe the aspirations, ideals and events that served as the foundation for the creation of a new national government to include; (a) 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, (c) 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).</p> <p>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), (b) Alexander Hamilton's financial plan (e.g., the National Bank, payment of debts), and (c) creation of political parties (e.g., Democrats, Republicans, Federalists).</p>	<p>Describe the successes and failures of the reforms during the Age of Jackson, to include; (s) extension of franchise to all white men, (b) Indian Removal (e.g., the Trail of Tears, The Long Walk), and (c) abolition movement (e.g., Quakers, Harriet Tubman, Underground Railroad).</p> <p>Describe, explain and analyze the aims and impact of Western Expansion and the settlement of the United States, to include; (a) American belief in Manifest Destiny and how it led to the Mexican War and its consequences, (b) compare African American and Native American slavery, (c) westward migration of peoples (e.g., Oregon, California, Mormons, and the Southwest), and (d) origin and early history of the Women's Movement.</p> <p>Explain how sectarianism led to the Civil War, to include; (a) different economies that developed in the North, South and West, (b) addition of new states to the Union and the balance of power in the United States Senate (e.g., Missouri and 1850 Compromises), (c) extension of slavery into the territories (e.g., Dred Scott Decision, Kansas-Nebraska Act, Frederick Douglass, John Brown), and (d) the presidential election of 1860, Lincoln's victory and the South's secession.</p>	<p>Explain the course and consequences of the Civil War and how it divided people in the United States, to include (a) contributions and significance of key figures (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant), (b) major turning points in the Civil War, including Gettysburg, (c) unique nature of the Civil War (e.g., impact of Americans fighting Americans, high casualties) caused by disease and type of warfare, widespread destruction of American property), (d) role of African Americans, and (e) purpose and effect of the Emancipation Proclamation.</p> <p>Analyze the character and lasting consequences of Reconstruction, to include; (a) Reconstruction plans, (b) impact of Lincoln's assassination and the impeachment of Andrew Jackson, (c) attempts to protect the rights and enhance the opportunities for freemen by the 13th, 14th and 15th Amendment to the United States Constitution, and (d) post-Civil War segregation policies and their resulting impact on racial issues in the United States.</p>

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Strand II: Geography			
Standard: Students understand how physical, natural, and cultural processes influence where people live, the ways in which people live, and how societies interact with one another and their environments.			
Describe patterns and processes of migration and diffusion.  Describe how individual and cultural characteristics affect perceptions of locales and regions.		Provide a historic overview of patterns of population expansion into the West by the many diverse groups of people (e.g., Native Americans, European Americans, and others) to include movement into the Southwest along established settlement, trade, and rail routes.  Describe political, population, and economic regions that result from patterns of human activity using New Mexico as an example.	Explain how human activities and physical processes influence change in ecosystems.  Describe the differing viewpoints that individuals and groups have with respect to resources.

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Strand III: Civics and Government			
Standard: Students understand the ideals, rights, and responsibilities of citizenship and understand the content and history of the founding documents of the United States with particular emphasis on the United States and New Mexico constitutions and how governments function at local, state, tribal, and national levels.			
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), (b) concept of limited government and the rule of law established by the Magna Carta and the English Bill of Rights, (c) social covenant established by the Mayflower Compact, (d) characteristics of representative governments, (e) anti-Federalist and the Federalist arguments toward the new Constitution, including those expressed in The Federalist Papers, and (f) concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances.	<p>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; (c) Bill of Rights, amendments to the Constitution, and (d) the primacy of individual liberty.</p> <p>Explain the concept and practice of separation of powers among the Congress, the president, and the Supreme Court.</p> <p>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; (e) how the Constitution is designed to secure our liberty by both empowering and limiting central government, (f) struggles over the creation of the Bill of Rights and its ratification.</p>	<p>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; (g) separation of powers through the development of differing branches, and (h) John Marshall's role in judicial review, including Marbury vs Madison</p> <p>Understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people. Explain how basic law-making processes and how the design of the United States Constitution provide numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., elections, political parties, interest groups).</p> <p>Identify and describe a citizen's fundamental constitutional rights, to include; (a) freedom of religion, expression, assembly, and press, (b) right to a fair trial, and (c) equal protection and due process.</p> <p>Explain the importance of point of view and its relationship to freedom of speech and press.</p>	<p>Describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois Nation).</p> <p>Explain how water rights and energy issues cross state and national boundaries.</p> <p>Understand the multiplicity and complexity of human rights issues.</p>
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; (a) the federal system dividing sovereignty between the states and the federal government and their supporting bureaucracies, and (b) the sovereignty of Native American tribes in relation to state and federal governments (government-to-government relationships)			

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Strand IV: Economics Standard: Students understand basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments.			
		Understand how various economic forces resulted in the Industrial Revolution in the 19th century.  Explain and provide examples of economic goals.  Describe the relationships among supply, demand, and price and their roles in the United States market system.  Identify situations in which price and value diverge.  Explain the rise of the credit system and how the use of credit involves the use of someone else's money at a certain interest rate and explore the social impact of credit pro and con.	Analyze the full costs and benefits of alternative uses of resources that will lead to productive uses of resources today and in the future.  Explain changing economic activities in the United States and New Mexico and the role of technology in these changes.  Describe the role of technology in economic development, historically and in the contemporary world.  Describe how "cost benefits" are determined by individuals, groups, societies, and nations in capitalist systems.  Explain that tension between individuals, groups, and/or countries is often based upon differential access to resources.  Identify how fundamental characteristics of the United State's economic system influence economic decision making (e.g., private property, profits, competition, at local, state, Tribal, and national levels.  Understand why various sections of the early United States developed different patterns of economic activity and explore why, and to what extent, those differences remain today.