

Pojoaque Valley Schools

Social Studies CCSS Pacing Guide

8th Grade

**Skills adapted from
Kentucky Department of Education
** Evidence of attainment/assessment,
Vocabulary, Knowledge, Skills and
Essential Elements adapted from
Wisconsin Department of Education and
Standards Insights Computer-Based Program*

Version 2
2016-2017

Pojoaque Valley Schools Social Studies Common Core Pacing Guide Introduction

The Pojoaque Valley Schools pacing guide documents are intended to guide teachers' use of New Mexico Adopted Social Studies Standards over the course of an instructional school year. The guides identify the **focus standards by quarter**. Teachers should understand that the **focus standards** emphasize deep instruction for that timeframe. However, because a certain quarter does not address specific standards, it should be understood that previously taught standards should be reinforced while working on the focus standards for any designated quarter. Some standards will **recur** across all quarters due to their importance and need to be addressed on an ongoing basis.

The Standards are not intended to be a check-list of knowledge and skills but should be used as an integrated model of literacy instruction to meet end of year expectations.

The **Social Studies** CCSS pacing guides contain the following elements:

- **Strand:** Identify the type of standard
- **Standard Band:** Identify the sub-category of a set of standards.
- **Benchmark:** Identify the grade level of the intended standards
- **Grade Specific Standard:** Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
- **Skills and Knowledge by Quarter:** Identified as subsets of the standard and appear in one or more quarters. Define the skills and knowledge embedded in the standard to meet the full intent of the standard itself.
- **Standards Code:** Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Version 2 of the Pojoaque Valley School District Pacing guides for Reading Language Arts, Mathematics, and Social Studies are based on the work done by staff and teachers of the school district using the Kentucky model, and a synthesis of the excellent work done by Wisconsin Cooperative Educational Service Agency 7 (CESA 7) School Improvement Services, Green Bay, WI. (2010), *Standards Insight project*.

Standards Insight was developed to give educators a tool for in depth investigation of the Common Core State Standards (CCSS). The CCSS are “unpacked” or dissected, identifying specific knowledge, skills, vocabulary, understandings, and evidence of student attainment for each standard. *Standards Insight* may be used by educators to gain a thorough grasp of the CCSS or as a powerful collaborative tool supporting educator teams through the essential conversations necessary for developing shared responsibility for student attainment of all CCSS. . . . serves as a high-powered vehicle to help educators examine the standards in a variety of ways.

The Version 2 Pojoaque Valley School District Pacing guides present the standard with levels of detail and then the necessary skills by quarter based on the Kentucky model. On the second page for each standard, the synthesis of the *Standards Insight* project is presented in a way that further defines and refines the standard such that teachers may use the information to refine their teaching practices.

Based on this synthesis of work and the purpose for the unpacking, the following fields were selected as most helpful to aid in understanding of the Common Core Standards that will lead to shifts in instruction:

1. Evidence of Student Attainment: “What could students do to show attainment of the standard?”
2. Vocabulary: “What are key terms in the standard that are essential for interpretation and understanding in order for students to learn the content?”
3. Knowledge: “What does the student need to know in order to aid in attainment of this standard?”
4. Skills and Understanding: “What procedural skill(s) does the student need to demonstrate for attainment of this standard?”, and “What will students understand to attain the standard?”

The following fields are included in Version 2:

Evidence of Student Attainment: This field describes what the standard may look like in student work. Specific expectations are listed in performance terms showing what students will say or do to demonstrate attainment of the standard.

Standards Vocabulary: This field lists words and phrases specific to each standard. Shared interpretation and in depth understanding of standards vocabulary are essential for consistent instruction across and within grade levels and content areas.

Knowledge, Skills and Understanding: The knowledge, skill and understanding field lists what students will need to know in order to master each standard (facts, vocabulary, and definitions). This field identifies the procedural knowledge students apply in order to master each standard (actions, applications, strategies), as well as the overarching understanding that connects the standard, knowledge, and skills. Understandings included in *Standards Insight* synthesize ideas and have lasting value.

Standards Codes for all Standards Connected to this Area: Contains the strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3

Instructional Achievement Level Descriptors: This field lists, by level what a teacher can expect to see in a student who achieves at a particular level. Additionally, teachers can use this field to differentiate instruction to provide further growth for student’s in moving from one level to another. In the case of this set of materials, level IV incorporates the NMPED Advanced Curriculum goals, objectives and expected outcomes. This field can be used to provide specific teaching approaches to the standard in question.

A Note About High School Standards: The high school standards are listed in conceptual categories. Conceptual categories portray a coherent view of high school instruction that crosses traditional course boundaries. We have done everything possible, with teacher input, to link individual standards to the appropriate pacing guides,

References to Tables: References to tables within the standards in the *Standards Insight* tool refer to Tables 1-5 found in the glossary of the Mathematics Common Core State Standards document found at www.corestandards.org.

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 History				
Content Standard I: 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, United States, and world history in order to understand the complexity of the human experience		5-8 Benchmark 1-A. New Mexico: explore and explain how people and events have influenced the development of New Mexico up to the present day		Standard 1-A New Mexico
Grade 8: 1. compare and contrast the settlement patterns of the American southwest with other regions of the United States 2. analyze New Mexico’s role and impact on the outcome of the civil war 3. explain the role New Mexico played in the United States participation in the Spanish American war.	Quarter 1: 1. compare and contrast the settlement patterns of the American southwest with other regions of the United States	Quarter 2: 1. compare and contrast the settlement patterns of the American southwest with other regions of the United States	Quarter 3:	Quarter 4: 2. analyze New Mexico’s role and impact on the outcome of the civil war 3. explain the role New Mexico played in the United States participation in the Spanish American war

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>compare and contrast the settlement patterns of the American southwest</p> <p>analyze New Mexico’s role in Civil War</p> <p>explain the role New Mexico played in the United States participation in the Spanish American war.</p>	<p>Agriculture, archaeology, artifact, nomad, migration, maize, carbon dating culture, source, estimate, classical, technology, astrolabe, pilgrimage, mosque, Quran, acquire, impose, trend, conquistador, <i>encomienda</i>, pueblo, plantation, mission, grant, foundation, mercantilism, Northwest Passage, Columbian Exchange, Coureur do Bois, globe, chart, charter, joint-stock company, headright, burgess, expand, dissent, Puritan, Separatist, Policy, pilgrim, Mayflower Compact, Fundamental Orders of Connecticut</p>	<p>NM Role in Civil War: strategic geographic location, significance of the battle of Glorieta Pass, trade routes to California, native allegiances</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: Independently able to identify one to two characteristics of exploration and colonization of the American southwest by Europeans.</p> <p>Level II: Able to identify and explain the significance of at least 3 explorers in the American southwest.</p> <p>Level III: Able to describe—using specific examples-- at least three reasons for exploration.</p> <p>Able to give one or two reasons for New Mexico’s involvement in the Civil War.</p> <p>Able to give one or two reasons for United States’ involvement in the Spanish American War.</p> <p>ADVANCED CURRICULUM Level IV: Able to explain in detail the reasons for exploration with examples and analyze the impact of New Mexico’s role in the Civil War and US participation in the Spanish American War.</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

New Mexico History: Timelines: Spanish Colonial Period

<http://newmexicohistory.org/historical-events-and-timeline/spanish-colonial>

This interactive timeline with graphics gives an overview of this period of New Mexico history.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

New Mexico: a Brief Multi-history. Salaz-Marquez, Ruben. Published 1999.

PVMS Library: SW 973 MAR

War, Terrible War. Hakim, Joy. Published 2003.

PVMS Library: 973.3 HAK

Illustrated Encyclopedia of the Civil War. Davis, William C. Published 2001.

PVMS Library: 973.7 DAV

An Illustrated History of the Civil War. Miller, William J. Published 2000.

PVMS Library: REF 973.7 MIL

The Battle of Glorieta Pass. Whitford, William C. Published 1991.

PVMS Library: SW 973.7 WHI

Exploring the Maryland Colony. Doak, Robin S. Published 2016. BL: 6.5

PVMS Library: 975.2 DOA

New Mexico: an Interpretive History. Simmons, Marc. Published 1977.

PVMS Library: SW 978.9 SIM

On Order for the SGA/PVMS Library

The Civil War in the West: (1861-July 1863). Anderson, Dale. Published 2004. BL: 7.9

Exploring the Connecticut Colony. Otfinoski, Steven. Published 2017. BL: 6.4

Exploring the Delaware Colony. McManus, Lori. Published 2017. BL: 6.1

Exploring the Georgia Colony. Hall, Brianna. Published 2017. BL: 6.2

Exploring the Maryland Colony. Published 2017. BL: 6.5

Exploring the Massachusetts Colony. Smith-Llera, Danielle. Published 2017. BL: 6.6

Exploring the New Hampshire Colony. Raum, Elizabeth. Published 2017. BL: 5.9

Exploring the New Jersey Colony. Krasner, Barbara. Published 2017. BL: 6.3

Exploring the New York Colony. Catel, Patrick. Published 2017. BL: 6.4

Exploring the North Carolina Colony. Gunderson, Jessica. Published 2017. BL: 6.4

Exploring the Pennsylvania Colony. Micklos, John. Published 2017. BL: 5.8

Exploring the Rhode Island Colony. Doak, Robin S. Published 2017. BL: 6.2

Exploring the South Carolina Colony. Ditchfield, Christin. Published 2017. BL: 6.5

Exploring the Virginia Colony. Ditchfield, Christin. Published 2017. BL: 6.2

From Colonies to Country. Hakim, Joy. Published 2005.

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

Making Thirteen Colonies. Hakim, Joy. Published 2005.

Fields of Fury: the American Civil War. McPherson, James M. Published 2002. BL: 8

The Old Spanish Trail: From Santa Fe, New Mexico to Los Angeles, California. Dean, Arlan. Published 2003. BL: 4.5

The Spanish American War. Johanson, Paula. Published 2017.

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 History				
Content Standard I: 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, United States, and world history in order to understand the complexity of the human experience		5-8 Benchmark 1-B. United States: 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		Standard 1-B United States
Grade 8: 1. describe, evaluate and interpret the economic and political reasons for the American revolution, to include: a. attempts to regulate colonial trade through passage of Tea Act, Stamp Act and Intolerable Acts; colonists’ reaction to British policy b. the ideas expressed in the declaration of independence, including the preamble 2. 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 contributions and roles of major individuals in the writing and ratification of the constitution c. struggles over ratification of the constitution and the creation of the bill of rights; 3. describe and explain the actions taken to build one nation	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:

from thirteen states, to include:

- a. precedents established by George Washington and Alexander Hamilton’s financial plan
- b. creation of political parties

4. describe the successes and failures of the reforms during the age of Jackson, to include:

- a. extension of franchise to all white men;
- b. Indian removal, the trail of tears, the long walk;
- c. abolition movement

5. 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. comparison of African American and Native American slavery; westward migration of peoples
- c. origins and early history of the women’s movement

6. explain how sectionalism led to the civil war, to include:

- a. different economies that developed in the north, south and west; addition of new states to the union and the balance of power in the United States senate (Missouri and 1850 compromises);
- b. extension of slavery into the territories
- c. presidential election of 1860, Lincoln’s victory and the south’s secession

7. explain the course and consequences of the civil war and how it divided people in the United States, to include:

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<p>a. contributions and significance of key figures</p> <p>b. major turning points in the civil war, including Gettysburg; unique nature of the civil war</p> <p>c. role of African Americans; purpose and effect of the emancipation proclamation</p> <p>8. analyze the character and lasting consequences of reconstruction, to include:</p> <p>a. reconstruction plans; impact of Lincoln’s assassination and the impeachment of Andrew Johnson;</p> <p>b. attempts to protect the rights and enhance the opportunities for freedmen by the 13th, 14th and 15th amendments to the United States constitution;</p> <p>c. post-civil war segregation policies and their resulting impact on racial issues in the United States.</p>				
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>describe, evaluate and interpret the economic and political reasons for the American revolution</p> <p>describe the aspirations,</p>	<p>The Federalist Papers</p> <p>George Washington, James Madison, Alexander Hamilton, Thomas Jefferson, James Monroe, John Jay</p> <p>Cabinet</p>	<p>Reaction on British policy: boycotts, the sons of liberty, petitions, appeals to parliament</p> <p>Places and reason for migration: Oregon, California, Mormons and southwest</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and</p>	<p>Level I: Able to identify two to three key figures in the American Revolutionary Era.</p> <p>Independently able to identify one to two economic or political events that led to the American Revolution.</p> <p>Independently able to identify one to two of the ideals or events that served as the foundation for the new</p>

<p>ideals and events that served as the foundation for the creation of a new national government</p> <p>describe and explain the actions taken to build one nation from thirteen states</p> <p>describe the successes and failures of the reforms during the age of Jackson</p> <p>describe, explain and analyze the aims and impact of western expansion</p> <p>explain how sectionalism led to the civil war</p> <p>explain the course and consequences of the civil war</p> <p>analyze the character and lasting consequences of reconstruction</p>	<p>Two-term presidency</p> <p>The national bank payment of debts</p> <p>Political Parties: democratic republicans and the federalists</p> <p>Quakers Harriet Tubman underground railroad</p> <p>Dred Scott decision</p> <p>Kansas-Nebraska Act</p> <p>Frederick Douglass</p> <p>John Brown</p>	<p>Key Figures: Abraham Lincoln, Jefferson Davis, Robert E. Lee, William Tecumseh Sherman, Ulysses S. Grant</p> <p>Turning points in Civil War: impact of Americans fighting Americans, high casualties caused by disease and type of warfare, widespread destruction of American property</p>	<p>analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1</p>	<p>American government.</p> <p>Level II: Able to describe and explain with simple detail, some of the action that was taken to build the nation from the thirteen states.</p> <p>Level III: Able to describe—using specific examples—at least three reasons for western expansion.</p> <p>Able to give one or two reasons or events that led up to the Civil War.</p> <p>ADVANCED CURRICULUM Level IV: Able to explain in detail the reasons for and consequences of the Civil War and Reconstruction.</p>
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			<p>Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused</p>	
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			<p>questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8</p> <p>Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Ben's Guide to the U.S. Government

<http://bensguide.gpo.gov/>

Overview of branches of government, historical documents, how laws are made, the election process, and more for kids. Although the interface seems targeted to younger students, the information on site is intended for older students as well.

Britannica School

<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

YouTube: Civil War Trust

<https://www.youtube.com/user/CWPTbattlefields/featured>

The Civil War Trust is a nonprofit organization that works to preserve America's battlefields, especially those Civil War battlefields. Their YouTube page provides access to numerous short, quality videos on various topics related to the Civil War including animated maps of the war.

Conflict and Compromise: Origins of the U.S. Constitution

<https://learninglab.si.edu/collections/conflict-and-compromise-origins-of-the-us-constitution/XzRfBeTqm6CiEAfB>

“This collection brings together [EDSITEment](#) and Smithsonian resources to support the initial research into a project for National History Day 2018, ‘Conflict and Compromise in History.’ These resources – including lesson plans, portraits, digital exhibitions, and artwork – help explore how conflict and compromise led to the drafting and ratification of the U.S. Constitution, the Bill of Rights, and the Thirteenth Amendment.”

Legends of America: Navajo Long Walk to the Bosque Redondo

<http://www.legendsofamerica.com/na-navajolongwalk.html>

This article provides a history of the long walk of the Navajo.

History and Social Studies (lesson plans)

<https://edsitement.neh.gov/subject/history-social-studies>

Created by the National Endowment for the Humanities, these complete lesson plans include objectives, CCSS standards, activities, a graphic organizer, an assessment, resources, and more. Lesson plans for grades 6-8 include *Preamble to the Constitution: A Close Reading Lesson*, *Background on the Patriot Attitude Toward the Monarchy*, and *The Native Americans’ Role in the American Revolution: Choosing Sides*.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

The U.S. Constitution: an Overview

<https://www.scholastic.com/teachers/articles/teaching-content/us-constitution-overview/>

“An article from the *New Book of Knowledge* discusses the history of the United States Constitution, including the ratification and amending of the document.”

Printed Media: Nonfiction

The Words We Live By: Your Annotated Guide to the Constitution. Monk, Linda R. Published 2003.

PVMS Library: 342.73 MON

Alexander Hamilton. Kanefield, Teri. Published 2017. BL: 8.7

PVMS Library: 943.4092

The Signers. Fradin, Dennis Brindell. Published 2002. BL: 7.7

PVMS Library: 973.3 FRA

War, Terrible War. Hakim, Joy. Published 2003.

PVMS Library: 973.3 HAK

George Washington: the Life of an American Patriot. West, David. Published 2005. BL: 5.3

PVMS Library: 973.4 WES

Illustrated Encyclopedia of the Civil War. Davis, William C. Published 2001.

PVMS Library: 973.7 DAV

An Illustrated History of the Civil War. Miller, William J. Published 2000.

PVMS Library: REF 973.7 MIL

Harriet Tubman: the Life of an African-American Abolitionist. (Graphic Nonfiction.) Shone, Rob. Published 2005. BL: 4.2

PVMS Library: 973.7 SHO

Navajo Long Walk. Bruchac, Joseph. Published 2002. BL: 7.1
PVMS Library: SW 979.1 BRU

George Washington. Hort, Lenny. Published 2005. BL: 8.4
PVMS Library: 92 HOR

I Am Harriet Tubman. Norwich, Grace. Published 2013. BL: 6.5
PVMS Library: 92 NOR

In the Shadow of Liberty: the Hidden History of Slavery, Four Presidents, and Five Black Lives. Davis, Kenneth C. Published 2016. BL: 8.2
PVMS Library: 920.0092 DAV

Printed Media: Fiction

Ashes. Anderson, Laurie Halse. Published 2016. BL: 5.6
PVMS Library: FIC AND

Forge. Anderson, Laurie Halse. Published 2010. BL: 5.4
PVMS Library: FIC AND

The House of Dies Drear. Hamilton, Virginia. Published 1996. BL: 4.8
PVMS Library: FIC HAM

Trouble Don't Last. Pearsall, Shelley. Published 2002. BL: 4.8
PVMS Library: PAP FIC PEA

Truth is a Bright Star. Price, Joan. Published 1982. BL: 4.5
PVMS Library: PAP FIC PRI

Taking Liberty: the Story of Oney Judge, George Washington's Slave. Rinaldi, Ann. Published 2002. BL: 4.1
FIC RIN

On Order for the SGA/PVMS Library

Andrew Jackson. Kanefield, Teri. Published 2018.

The American Revolution for Kids: a History with 21 Activities. Herbert, Janis. Published 2002. BL: 7.3

Chains. Anderson, Laurie Halse. Published 2008. BL: 5.2

Fields of Fury: the American Civil War. McPherson, James M. Published 2002. BL: 8.0

From Colonies to Country. Hakim, Joy. Published 2005.

James Madison. Elish, Dan. Published 2008. BL: 8.6

James Monroe. Naden, Corinne J. Published 2009.

Liberty for All? Hakim, Joy. Published 2005.

Manifest Destiny: the Dream of a New Nation. Harrison, Lorraine. Published 2017. BL: 6.8

Native American Heroes: Osceola, Tecumseh, and Cochise. McGovern, Ann. Published 2013. BL: 5.6

The Native American Struggle in United States History. McCormick, Anita Louise. Published 2015.

The New Nation. Hakim, Joy. Published 2005.

Reconstructing America. Hakim, Joy. Published 2005.

Thomas Jefferson: President and Philosopher. Thomson, Sarah L. (adaptation of Thomas Jefferson by John Meacham). Published 2014. BL: 7.6

Other Resources

The American Revolution. (DVD.) History Channel. Published 2005.

PVMS Library: DVD 973.3 HIS

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8th Grade

STRAND 5-8 History				
Content Standard I: 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, United States, and world history in order to understand the complexity of the human experience		5-8 Benchmark 1-C. World: compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration:		Standard 1-B World
Grade 8: 1. describe and explain the significance of the line of demarcation on the colonization of the new world 2. compare and contrast the influence of European countries on the development of colonies in the new world; 3. describe and explain the impact of the American revolution on France and the French revolution.	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</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</p> <p>describe and explain the impact of the American revolution</p>		<p>European influential countries: England, France, Holland</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: Independently able to identify two to three motivations for and examples of early European exploration and colonization of the Americas.</p> <p>Level II: Able to identify and describe—using specific examples—at least three influences of European countries on the Americas.</p> <p>Level III: Able to identify and describe—using specific examples of historic events--the impact of the American Revolution.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to compare and contrast—with examples—the reasons for and consequences of the American Revolution versus the French Revolution.</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

Liberty! The American Revolution (PBS)

<http://www.pbs.org/ktca/liberty/index.html>

This site includes a timeline, activities, and a game in which students can test their knowledge.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media

On Order for the SGA/PVMS Library

The American Revolution for Kids: a History with 21 Activities. Herbert, Janis. Published 2002. BL: 7.3

Christopher Columbus and the Age of Exploration for Kids with 21 Activities. Reis, Ronald. Published 2013.

A Chronology of North American Exploration. Webb, Sarah Powers. Published 2017.

Explorers and American Indians. Micklos, John. Published 2017.

Explorers of the New World: Discover the Golden Age of Exploration. Mooney, Carla. Published 2011.

Making Thirteen Colonies. Hakim, Joy. Published 2005.

The World Made New: Why the Age of Exploration Happened and How it Changed the World. Aaronson, Marc. Published 2007. BL: 7.6

Other Resources

The American Revolution. (DVD.) History Channel. Published 2005.

PVMS Library: DVD 973.3 HIS

**Common Core Social Studies Pacing Guide
8th Grade**

STRAND 5-8 History				
Content Standard I: 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, United States, and world history in order to understand the complexity of the human experience		5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives:		Standard 1-D Skills
Grade 8: Demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.	Quarter 1: Demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.	Quarter 2: Demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.	Quarter 3: Demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.	Quarter 4: Demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: Demonstrate understanding and apply problem-solving skills for historical research			CCSS: CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.8.2	Level I: Able to use identify at least one primary and secondary source. Level II: Able to demonstrate the different purposes of primary and secondary sources in historic research. Able to pose one to two relevant questions on a topic,

			<p>Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p>	<p>based on evidence from research.</p> <p>Level III: Able to interpret and communicate historic information that demonstrates a variety of perspectives using a variety of media and technology.</p> <p>ADVANCED CURRICULUM Level IV: Able to demonstrate—using specific evidence and documentation—the relationship between a historic event and the social context in which it occurred.</p>
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			<p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and</p>	
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			<p>generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8</p> <p>Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Resources to Support this Section

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Online Resources

Britannica School

<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

Digital Public Library of America

<https://dp.la/>

“DPLA connects people to the riches held within America’s libraries, archives, museums, and other cultural heritage institutions. All of the materials found through DPLA—photographs, books, maps, news footage, oral histories, personal letters, museum objects, artwork, government documents, and so much more—are free and immediately available in digital format.”

PVSD: Use Our Libraries

<http://pvs.k12.nm.us/use-our-libraries/>

Your school library webpage provides access to age-appropriate databases, the library catalog, and online tutoring that includes writing help.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Smithsonian Learning Lab

<https://learninglab.si.edu/>

Explore a seemingly inexhaustible amount of primary resources relevant to American history including Smithsonian curated collections. Teachers or students can create smaller collections to share with others.

Your Local Public Libraries

<http://www.puebloofpojoaquepubliclibrary.org/>

<https://santafelibrary.org/>

<http://www.losalamosnm.us/library/Pages/default.aspx>

<http://www.youseemore.com/espanola/>

With a library card, students and teachers have access to even more online databases, newspapers and magazines, books and ebooks, audiobooks, and movies. Many public library websites also have a page for students with a librarian-curated collection of links to resources.

Printed Media: Nonfiction

Know What to Ask: Forming Great Research Questions. Fontichiaro, Kristen. Published 2013. BL: 4.7 (includes activities)

PVIS Library: 001.4 FON

Find It: Searching for Information. Coleman, Miriam. Published 2013.

PVIS Library: 001.4 COL

Plan It: Conducting Short Term and Long Term Research. Coleman, Miriam. Published 2013.

PVIS Library: 808.02 COL

Cite It: Selecting Credible Sources. Coleman, Miriam. Published 2013.

PVIS Library: 808.02 COL

On Order for the SGA/PVMS Library

Future Ready Internet Research Skills. Green, Lyric. Published 2018.

Future Ready Library and Media Center Mastery. Green, Lyric. Published 2018.

Future Ready Research Papers. Green, Lyric. Published 2018.

Other Resources

Your School Librarian

Library staff (including the district library manager) are available to teach (or co-teach) students how to do research, cite sources, and use the library effectively. Library staff are also available to meet with teachers one-on-one and to pull resources for assignments.

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-A: Analyze and evaluate the characteristics and purposes of geographic tools, knowledge, skills and perspectives and apply them to explain the past, present and future in terms of patterns, events and issues:		Standard 2-A
Grade 8: 1. describe patterns and processes of migration and diffusion 2. provide a historic overview of patterns of population expansion into the west by the many diverse groups of people to include movement into the southwest along established settlement, trade and rail routes.	Quarter 1: 1. describe patterns and processes of migration and diffusion 2. provide a historic overview of patterns of population expansion into the west by the many diverse groups of people to include movement into the southwest along established settlement, trade and rail routes.	Quarter 2: 1. describe patterns and processes of migration and diffusion 2. provide a historic overview of patterns of population expansion into the west by the many diverse groups of people to include movement into the southwest along established settlement, trade and rail routes.	Quarter 3: 1. describe patterns and processes of migration and diffusion 2. provide a historic overview of patterns of population expansion into the west by the many diverse groups of people to include movement into the southwest along established settlement, trade and rail routes.	Quarter 4: 1. describe patterns and processes of migration and diffusion 2. provide a historic overview of patterns of population expansion into the west by the many diverse groups of people to include movement into the southwest along established settlement, trade and rail routes.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: describe patterns and processes of migration provide a historic overview	Migration, nomads, clans, civilizations settlement, trade route, channel, diffusion	Early people migrate towards food source and weather conditions	CCSS: CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of	Level I: able to identify a single migration route European & Portuguese exploration Level II: able to give reason for migration to the new world Level III: able to describe patterns of migration and two reasons for migration to the new world ADVANCED CURRICULUM Level IV: able to

			<p>the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support</p>	<p>explain a variety of reasons for migration and a variety of route/ patterns for migration with detail and illustrations</p>
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			<p>analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of</p>	
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			<p>exploration. CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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<p>Online Resources</p> <p>Britannica School http://school.eb.com This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.</p> <p>Research in Context http://elportalnm.org/middle.php (scroll down to select “Research in Context”) In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.</p>
<p>Printed Media: Nonfiction</p> <p>Iron Rails, Iron Men, and the Race to Link the Nation: the Story of the Transcontinental Railroad. Sandler, Martin W. Published 2015. BL: 8.5 PVMS Library: 385.0973 SAN</p> <p>The Santa Fe Trail. Randolph, Ryan P. Published 2003. BL: 5.2 PVMS Library: 979.02 RAN</p> <p>On Order for the SGA/PVMS Library</p>

Charting the World: Geography and Maps from Cave Paintings to GPS with 21 Activities. Panchyk, Richard. Published 2011.

Christopher Columbus and the Age of Exploration for Kids with 21 Activities. Reis, Ronald. Published 2013.

A Chronology of North American Exploration. Webb, Sarah Powers. Published 2017.

Explorers and American Indians. Micklos, John. Published 2017.

Explorers of the New World: Discover the Golden Age of ESxploration. Mooney, Carla. Published 2011.

Making Thirteen Colonies. Hakim, Joy. Published 2005.

The Old Spanish Trail: from Santa Fe, New Mexico to Los Angeles, California. Dean, Arlan. Published 2003. BL: 4.5

The Santa Fe Trail: from Independence, Missouri to Santa Fe, New Mexico. Dean, Arlan. Published 2003. BL: 4.6

Traveling the Santa Fe Trail. Thompson, Linda. Published 2014. BL: 7.0

The World Made New: Why the Age of Exploration Happened and How it Changed the World. Aaronson, Marc. Published 2007. BL: 7.6

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-B: explain the physical and human characteristics of places and use this knowledge to define regions, their relationships with other regions, and their patterns of change:		Standard 2-B
Grade 8: 1. describe how individual and cultural characteristics affect perceptions of locales and regions 2. describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example.	Quarter 1:	Quarter 2: 1. describe how individual and cultural characteristics affect perceptions of locales and regions 2. describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example.	Quarter 3: 2. describe political, population and economic regions that result from patterns of human activity, using New Mexico as an example	Quarter 4:

Evidence of Student	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
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Attainment				
<p>Students can:</p> <p>describe how individual and cultural characteristics affect perceptions of locales and regions</p> <p>describe political, population and economic regions</p>		<p>Use New Mexico as an example</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: identify individual characteristics of early people</p> <p>Level II: give examples of the cultural characteristics of regions and population for economic development</p> <p>Level III: able to describe and the cultural characteristics of regions and population for economic development</p> <p>ADVANCED CURRICULUM Level IV: able to explain/draw in detail the cultural characteristics of regions and population for economic development over time</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

New Mexico Art Tells New Mexico History: New Mexico's geography

<http://online.nmartmuseum.org/nmhistory/people-places-and-politics/new-mexicos-geography.html>

From the New Mexico Museum of Art, images of artworks are supplemented with explanatory text and a collection of links.

New Mexico History: Community Map

<http://newmexicohistory.org/places/community-map>

Created by the New Mexico Office of the State Historian, this site contains a rich collection of resources related to all aspects of New Mexico history, people, and culture. This interactive map gives background information on many different communities in New Mexico, often including details about natural and man-made resources that led to the establishment or growth of that community.

New Mexico True: Regions and Cities

<http://www.newmexico.org/regions>

Provides a map and description of the regions in the state of New Mexico.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select "Research in Context")

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

New Mexico 24/7. Smolan, Rick. Published 2004.

PVMS Library: SW 760 SMO

Encyclopedia of World Geography. Bateman, Graham. Published 2002.

PVMS Library: REF 910 BAT

Geography: a visual encyclopedia. Woodward, John. Published 2013.

PVMS Library: REF 910 SMI

Historical Atlas of New Mexico. Beck, Warren A. Published 1969.

PVMS Library: SW PAP 911 BEC

On Order for the SGA/PVMS Library

New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3

New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-C: understand how human behavior impacts man-made and natural environments, recognize past and present results and predict potential changes:		Standard 2-C
Grade 8: Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.	Quarter 1: Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.	Quarter 2: Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.	Quarter 3: Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.	Quarter 4: Explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain and evaluate how changing perceptions of place and the natural environment have affected human behavior.</p>			<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: identify how the environment affected human behavior</p> <p>Level II: describe how the environment affected human behavior</p> <p>Level III: explain how the environment affected human behavior</p> <p>ADVANCED CURRICULUM Level IV: able to compare and contrast how the environment affected the human behavior with supporting text evidence</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p> <p>NGSS:</p> <p>MS-ESS3-4 Earth and Human Activity</p> <p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p>	
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Resources to Support this Section

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Online Resources

Britannica School

<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

Research in Context

<http://elportalm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Climate Migrants: on the Move in a Warming World. Hirsh, Rebecca E. Published 2016. BL: 8.3

PVMS Library: 304.80 HIR

Arctic Thaw: Climate Change and the Global Race for Energy Resources. McPherson, Stephanie Sammartino. Published 2015. BL: 8.0

PVMS Library: 333.79 MCP

Seismology: Our Violent Earth. Baxter, Roberta. Published 2015. BL: 7.7

PVMS Library: 551.22 BAX

A Changing Earth. Miller, Heather. Published 2009. BL: 4.6

PVMS Library: 551.8 MIL

The Dust Bowl: an Interactive History Adventure. Lassieur, Allison. Published 2009.

PVMS Library: 978 LAS

On Order for the SGA/PVMS Library

Drowned City: Hurricane Katrina and New Orleans. Brown, Don. Published 2015. BL: 5.6

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-D: explain how physical processes shape the earth’s surface patterns and Biosystems		Standard 2-D
Grade 8: Explain how human activities and physical processes influence change in ecosystems	Quarter 1: Explain how human activities and physical processes influence change in ecosystems	Quarter 2: Explain how human activities and physical processes influence change in ecosystems	Quarter 3:	Quarter 4: Explain how human activities and physical processes influence change in ecosystems

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain how human activities and physical processes influence change in ecosystems</p>			<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: able to identify how human activities and physical process influence change</p> <p>Level II: able to describe how human activities and physical process influence change</p> <p>Level III: able to explain how human activities and physical process influence change</p> <p>ADVANCED CURRICULUM Level IV: able to compare and contrast in detail and illustrate how human activities and physical process in influenced change</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p> <p>NGSS:</p> <p>MS-LS2-4 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MS-ESS3-4 Earth and Human Activity</p> <p>Construct an argument supported by evidence for how increases in human</p>	
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			population and per-capita consumption of natural resources impact Earth's systems.	
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Britannica School

<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

NASA: Climate Change and Global Warming

<https://climate.nasa.gov/>

This site provides evidence and information regarding climate change. It includes a large collection of resources for educators, interactives, videos, images, and articles.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Will There Be Enough Clean Air to Breathe?

<https://www.nationalgeographic.org/lesson/will-air-be-clean-enough-breathe/>

In this lesson plan from National Geographic Education students explore how air quality is affected by both human activities and natural events.

Printed Media

Arctic Thaw: Climate Change and the Global Race for Energy Resources. McPherson, Stephanie Sammartino. Published 2015. BL: 8.0

PVMS Library: 333.79 MCP

Earth’s Climate Change: Carbon Dioxide Overload. Bow, James. Published 2016. BL: 6.3

PVMS Library: 363.738 BOW

Is Our Climate Changing? Rooney, Anne. Published 2008.
PVMS Library: 551.6 ROO

On Order for the SGA/PVMS Library

Climate Change: Discover How it Impacts Spaceship Earth. Sneideman, Joshua. Published 2015.

Other Resources

**Common Core Social Studies Pacing Guide
8^h Grade**

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-E: explain how economic, political, cultural and social processes interact to shape patterns of human populations and their interdependence, cooperation and conflict		Standard 2-E
Grade 8: Explain and describe how movement of people impacted and shaped western settlement.	Quarter 1: Explain and describe how movement of people impacted and shaped western settlement.	Quarter 2: Explain and describe how movement of people impacted and shaped western settlement.	Quarter 3: Explain and describe how movement of people impacted and shaped western settlement.	Quarter 4: Explain and describe how movement of people impacted and shaped western settlement.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain and describe how movement of people impacted and shaped western settlement.</p>			<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: able to identify how the movement of people impacted and shaped western movement</p> <p>Level II: able to describe how the movement of people impacted and shaped western movement</p> <p>Level III: able to explain how the movement of people impacted and shaped the western movement</p> <p>ADVANCED CURRICULUM Level IV: able to analyze in detail how the movement of people impacted the western movement</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p> <p>NGSS:</p> <p>MS-LS2-4 Ecosystems: Interactions, Energy, and Dynamics</p> <p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p>MS-ESS3-4 Earth and Human Activity</p> <p>Construct an argument supported by evidence for how increases in human</p>	
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			population and per-capita consumption of natural resources impact Earth's systems.	
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In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Frontier School and School Teachers. Randolph, Ryan P. Published 2003. BL: 6.1

PVMS Library: 371.009 RAN

Following the Great Herds: the Plains Indians and the American buffalo. Randolph, Ryan P. Published 2003. BL: 6.1

PVMS Library: 639.11 RAN

Lewis and Clark’s Voyage of Discovery. Burger, James P. Published 2002. BL: 4.7

PVMS Library: 917.804 BUR

The Oregon Trail. (Graphic History of the American West.) Jeffrey, Gary. Published 2012. BL: 4.0

PVMS Library: 978 JEF

Mountain Men of the Wild West. Burger, James P. Published 2002. BL: 5.6

PVMS Library: 978.02 BUR

The Rocky Mountain Fur Trade. Burger, James P. Published 2002. BL: 5.6
PVMS Library: 978.02 BUR

The Quest for California's Gold. Burger, James P. Published 2002. BL: 4.9
PVMS Library: 979.4 BUR

On Order for the SGA/PVMS Library

Andrew Jackson. Kanefield, Teri. Published 2018.

Manifest Destiny: the Dream of a New Nation. Harrison, Lorraine. Published 2017. BL: 6.8

Which Way to the Wild West? Everything Your Schoolbooks Didn't Tell You About America's Westward Expansion. Sheinkin, Steve. Published 2015. BL: 6.8

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 Geography				
Content Standard II: 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.		5-8 Benchmark 2-F: understand the effects of interactions between human and natural systems in terms of changes in meaning, use, distribution and relative importance of resources		Standard 2-F
Grade 8: Describe the differing viewpoints that individuals and groups have with respect to the use of resources.	Quarter 1: Describe the differing viewpoints that individuals and groups have with respect to the use of resources.	Quarter 2: Describe the differing viewpoints that individuals and groups have with respect to the use of resources.	Quarter 3: Describe the differing viewpoints that individuals and groups have with respect to the use of resources.	Quarter 4: Describe the differing viewpoints that individuals and groups have with respect to the use of resources.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: describe differing viewpoints			<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: able to identify the differing viewpoints that individuals and groups have with respect to the use of resources.</p> <p>Level II: able to describe the differing viewpoints that individuals and groups have with respect to the use of resources</p> <p>Level III: able to explain the differing viewpoints that individuals and groups have with respect to the use of resources</p> <p>ADVANCED CURRICULUM Level IV: able to analyze the differing viewpoints that individuals and groups have with respect to the use of resources</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p> <p>NGSS:</p> <p>MS-PS1-3 Matter and its Interactions Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>MS-ESS3-4 Earth and Human Activity Construct an argument supported by evidence for how increases in human population and per-capita consumption</p>	
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			of natural resources impact Earth's systems.	
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Resources to Support this Section

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<p>Online Resources</p> <p>Britannica School http://school.eb.com This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.</p> <p>Research in Context http://elportalm.org/middle.php (scroll down to select “Research in Context”) In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.</p>
<p>Printed Media: Nonfiction</p> <p>Eyes Wide Open: Going Behind the Environmental Headlines. Fleischman, Paul. Published 2014. BL: 7.7 PVMS Library: 363.7 FLE</p> <p>On Order for the SGA/PVMS Library</p> <p>Coal Power. Bailey, Diane. Published 2015.</p> <p>Deadly Droughts. Rajczak, Michael. Published 2017. BL: 5.0</p> <p>Fossil Fuels. Gorman, Jacqueline Laks. Published 2009. BL: 7.9</p> <p>Fracking: Fracturing Rock to Reach Oil and Gas Underground. Dickmann, Nancy. Published 2016. BL: 6.9</p>

Not a Drop to Drink: Water for a Thirsty World. Burgen, Michael. Published 2008.

Other Resources

On Order for the SGA/PVMS Library

Planet H2O: Surface Water: a Day in the Life of the Rio Grande. (DVD.) Published 2008.
(Discusses needs of CO, NM, and TX to share the water from the Rio Grande River.)

Common Core Social Studies Pacing Guide
8th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: 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.		5-8 Benchmark 3-A: demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)		Standard 3-A
Grade 8: 1. 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 b. the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships); bill of rights, amendments to constitution; c. the primacy of individual liberty; d. constitution designed to secure our liberty by both empowering and limiting central government; e. struggles over the	Quarter 1:	Quarter 2:	Quarter 3: 1. 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 b. the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships); bill of rights, amendments to constitution; c. the primacy of individual liberty; d. constitution designed to secure our liberty by both empowering and limiting central government; e. struggles over the creation of the bill of rights and its ratification; f. separation of powers through the development of differing branches; g. John Marshall’s role in judicial review, including Marbury v. Madison 2. identify and describe a citizen's fundamental constitutional rights, to include: a. freedom of religion, expression,	Quarter 4: 1. 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 b. the sovereignty of Native American tribes in relation to state and federal governments (and government to government relationships); bill of rights, amendments to constitution; c. the primacy of individual liberty; d. constitution designed to secure our liberty by both empowering and limiting central government; e. struggles over the creation of the bill of rights and its ratification; f. separation of powers through the development of differing branches; g. John Marshall’s role in judicial review, including Marbury v. Madison 2. identify and describe a citizen's fundamental constitutional rights, to include:

<p>creation of the bill of rights and its ratification;</p> <p>f. separation of powers through the development of differing branches;</p> <p>g. John Marshall’s role in judicial review, including Marbury v. Madison</p> <p>2. identify and describe a citizen's fundamental constitutional rights, to include:</p> <p>a. freedom of religion, expression, assembly and press;</p> <p>b. right to a fair trial;</p> <p>c. equal protection and due process</p> <p>3. describe the contributions of Native Americans in providing a model that was utilized in forming the United States government (Iroquois league)</p> <p>4. explain and describe how water rights and energy issues cross state and national boundaries.</p>			<p>assembly and press;</p> <p>b. right to a fair trial;</p> <p>c. equal protection and due process</p>	<p>a. freedom of religion, expression, assembly and press;</p> <p>b. right to a fair trial;</p> <p>c. equal protection and due process</p>
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain the structure and functions of the national government</p> <p>identify and describe a citizen's fundamental constitutional rights</p> <p>describe the contributions of Native Americans</p> <p>explain and describe how water rights and energy issues cross state and national boundaries</p>	<p>Iroquois league three branches of government, U.S. Constitution, Legislative Branch, Executive Branch, Judicial Branch, checks & balances, Declaration of Independence, Bill of Rights, Philadelphia, Independence Hall, Inalienable rights</p>	<p>Federal System: dividing sovereignty between the states and the federal government and their supporting bureaucracies</p>	<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: able to identify the three branches of government, popular sovereignty, the bill of rights, and the powers of each branch of government</p> <p>Level II: able to describe the three branches of government, bill of rights, popular sovereignty, and the powers of each branch of government</p> <p>Level III: able to explain the three branches of government, bill of rights, popular sovereignty, and the powers of each branch of government</p> <p>ADVANCED CURRICULUM Level IV: able to create the three branches of government cartoon, the bill of rights cartoon, and analyze popular sovereignty for Native American, state and local government</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Resources to Support this Section

Online resources, printed media, and other resources are available through the PVSD Libraries. For assistance and support please call the main library at 455-4043.

Online Resources

Ben’s Guide to the U.S. Government
<http://bensguide.gpo.gov/>

Overview of branches of government, historical documents, how laws are made, the election process, and more for kids. Although the interface seems targeted to younger students, the information on site is intended for older students as well.

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

National Constitution Center: Educational Resources
<https://constitutioncenter.org/learn/educational-resources/>

This extensive site provides quality lesson plans, fun activities, and an interactive constitution.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Teaching the Constitution

<https://nm.pbslearningmedia.org/collection/teaching-the-constitution/#.WnDYUainHIU>

This page provides access to a number of resources for teachers including videos, sound files, and primary sources.

Printed Media: Nonfiction

The Words We Live By: Your Annotated Guide to the Constitution. Monk, Linda R. Published 2003.
PVMS Library: 342.73 MON

On Order for the SGA/PVMS Library

Branches of the U.S. Government. Burgan, Michael. Published 2012. BL: 7.3

A Kid’s Guide to America’s Bill of Rights. Krull, Kathleen. Published 2015.

From Colonies to Country. Hakim, Joy. Published 2005.

Iroquois League. Randolph, Joanne. Published 2003. BL: 5.1

Other Resources

On Order for the SGA/PVMS Library

Planet H2O: Surface Water: a day in the life of the Rio Grande. (DVD.) Published 2008.
(Discusses needs of CO, NM, and TX to share the water from the Rio Grande River.)

Common Core Social Studies Pacing Guide
8th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: 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.		5-8 Benchmark 3-B: explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity		Standard 3-B
Grade 8: 1. explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles 2. explain the importance of point of view and its relationship to freedom of speech and press.	Quarter 1:	Quarter 2:	Quarter 3: 1. explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles 2. explain the importance of point of view and its relationship to freedom of speech and press.	Quarter 4: 1. explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles 2. explain the importance of point of view and its relationship to freedom of speech and press.

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles</p> <p>explain the importance of point of view and its relationship to freedom of speech and press.</p>			<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: able to identify at least one American symbol, symbolic documents and different levels of government</p> <p>Level II: Able to describe the three branches of government, describe two American symbols and landmarks /historic documents, and identify at least one form of government (rule of law, inalienable rights, justice, equality under the law)</p> <p>Level III: Able to define and give examples of the three branches of government, sovereignty, two American symbols/landmarks</p> <p>ADVANCED CURRICULUM Level IV: able to describe the significance of the principles of our form of government providing examples from history to current events</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Resources to Support this Section

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Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Printed Media: Nonfiction

Liberty. Curlee, Lynn. Published 2000. BL: 8.5

PVMS Library: 974.7 CUR

On Order for the SGA/PVMS Library

Branches of the U.S. Government. Burgan, Michael. Published 2012. BL: 7.3

A Kid’s Guide to America’s Bill of Rights. Krull, Kathleen. Published 2015.

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: 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.		5-8 Benchmark 3-C: compare political philosophies and concepts of government that became the foundation for the American revolution and the United States government		Standard 3-C
Grade 8: 1. 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 in the Magna Carta and the English bill of rights; c. social covenant established in the Mayflower compact d. characteristics of representative governments e. anti-federalist and federalist arguments	Quarter 1:	Quarter 2: 1. describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include: b. concept of limited government and the rule of law established in the Magna Carta and the English bill of rights c. social covenant established in the Mayflower compact	Quarter 3: 1. describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include: b. concept of limited government and the rule of law established in the Magna Carta and the English bill of rights c. social covenant established in the Mayflower compact d. characteristics of representative governments	Quarter 4: 1. describe political philosophies and concepts of government that became the foundation for the American revolution and the United States government, to include: b. concept of limited government and the rule of law established in the Magna Carta and the English bill of rights c. social covenant established in the Mayflower compact d. characteristics of representative governments f. concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances 2. explain the concept and practice of separation of powers among the U.S. congress, the president and the supreme court 3. understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.

<p>towards the new constitution, including those expressed in the federalist papers; f. concepts of federalism, democracy, bicameralism, separation of powers, and checks and balances 2. explain the concept and practice of separation of powers among the U.S. congress, the president and the supreme court 3. understand the fundamental principles of American constitutional democracy, including how the government derives its power from the people.</p>				
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>describe political foundation for the American revolution</p> <p>explain the concept and practice of separation of powers among the U.S. congress</p> <p>understand the fundamental principles of</p>	<p>George Washington, Thomas Jefferson, James Madison, Benjamin Franklin</p> <p>U.S. Constitution, bill of rights, Amendments, articles of confederation, Bill of Rights, Declaration of Independence</p>		<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3</p>	<p>Level I: Able to identify two or more individuals who were instrumental in forming ideas for the development of the United States and identifying what republic means to them</p> <p>Level II: Able to describe the significant contributions that two or more individuals made in order to develop the United States Constitution and the founding of the American republic</p> <p>Level III: Able to determine Pre-revolutionary ideals of colonists and Native Americans within historical sources</p>

<p>American constitutional democracy</p>			<p>Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct</p>	<p>including a sense of individualized identity, independence and religious freedom</p> <p>Able to compare and contrast pre-revolutionary ideals to the ideas based in the American Revolution and U.S. Constitution</p> <p>ADVANCED CURRICULUM Level IV: Able to create ideals from pre-revolutionary cultures and people to those who contributes to the founding of the American republic and the development of the U.S. Constitution with focus on the change of three historical documents</p>
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			<p>from prior knowledge or opinions.</p> <p>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and</p>	
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			accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	
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Resources to Support this Section

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<p>Online Resources</p> <p>Britannica School http://school.eb.com This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.</p> <p>History and Social Studies (lesson plans) https://edsitement.neh.gov/subject/history-social-studies Created by the National Endowment for the Humanities, these complete lesson plans include objectives, CCSS standards, activities, a graphic organizer, an assessment, resources, and more. Lesson plans for grades 6-8 include <i>Preamble to the Constitution: A Close Reading Lesson</i>, <i>Background on the Patriot Attitude Toward the Monarchy</i>, and <i>The Native Americans' Role in the American Revolution: Choosing Sides</i>.</p> <p>iCivics https://www.icivics.org/ Navigate branches of government, write laws, practice constitutional law, and much more. This extensive, free site contains many educational games for kids and resources for teachers.</p> <p>Research in Context http://elportalnm.org/middle.php (scroll down to select "Research in Context") In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.</p>
<p>Printed Media: Nonfiction</p> <p>The Words We Live By: Your Annotated Guide to the Constitution. Monk, Linda R. Published 2003. PVMS Library: 342.73 MON</p> <p>The Signers. Fradin, Dennis Brindell. Published 2002. BL: 7.7</p>

PVMS Library: 973.3 FRA

War, Terrible War. Hakim, Joy. Published 2003.

PVMS Library: 973.3 HAK

George Washington: the Life of an American Patriot. West, David. Published 2005. BL: 5.3

PVMS Library: 973.4 WES

George Washington. Hort, Lenny. Published 2005. BL: 8.4

PVMS Library: 92 HOR

On Order for the SGA/PVMS Library

The American Revolution for Kids: a History with 21 Activities. Herbert, Janis. Published 2002. BL: 7.3

Electric Ben: the Amazing Life and Times of Benjamin Franklin. Byrd, Robert. Published 2012. BL: 7.7

From Colonies to Country. Hakim, Joy. Published 2005.

James Madison. Elish, Dan. Published 2008. BL: 8.6

Thomas Jefferson: President and Philosopher. Thomson, Sarah L. (adaptation of Thomas Jefferson by John Meacham). Published 2014. BL: 7.6

Other Resources

The American Revolution. (DVD.) History Channel. Published 2005.

PVMS Library: DVD 973.3 HIS

Common Core Social Studies Pacing Guide
8th Grade

STRAND: 5-8 Civics and Government				
Content Standard III: 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.		5-8 Benchmark 3-D: explain how individuals have rights and responsibilities as members of social groups, families, schools, communities, states, tribes and countries		Standard 3-D
Grade 8: 1. explain basic law-making processes and how the design of the United States constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government 2. understand the multiplicity and complexity of human rights issues	Quarter 1:	Quarter 2:	Quarter 3: 1. explain basic law-making processes and how the design of the United States constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government	Quarter 4: 1. explain basic law-making processes and how the design of the United States constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government 2. understand the multiplicity and complexity of human rights issues

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain basic law-making processes</p> <p>understand the multiplicity and complexity of human rights issues</p>	<p>Elections</p> <p>political parties</p> <p>interest groups</p> <p>three branches of government</p> <p>Bill of Rights</p> <p>popular sovereignty</p> <p>registered voter</p>		<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: able to identify the law-making process, opportunities to participated in the political process, monitor the government and understand the rights of citizens</p> <p>Level II: Able to describe the law-making process, and how to participate in the political process, monitor the government process, and understand what our rights are as citizens</p> <p>Level III: Able to demonstrate the law- making process and how to participate in the political process, monitor the government, and understand our rights as citizens</p> <p>ADVANCED CURRICULUM Level IV Able to compare & contrast with detail the law-making process, participating in the political process, monitoring the government, and understanding our rights as citizens</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

History and Social Studies (lesson plans)

<https://edsitement.neh.gov/subject/history-social-studies>

Created by the National Endowment for the Humanities, these complete lesson plans include objectives, CCSS standards, activities, a graphic organizer, an assessment, resources, and more. Lesson plans for grades 6-8 include *Preamble to the Constitution: A Close Reading Lesson*, *Background on the Patriot Attitude Toward the Monarchy*, and *The Native Americans' Role in the American Revolution: Choosing Sides*.

iCivics

<https://www.icivics.org/>

Navigate branches of government, write laws, practice constitutional law, and much more. This extensive, free site contains many educational games for kids and resources for teachers.

National Constitution Center: Educational Resources

<https://constitutioncenter.org/learn/educational-resources/>

This extensive site provides quality lesson plans, fun activities, and an interactive constitution.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select "Research in Context")

In this database for middle school students, searches will yield authoritative articles, videos, images, and primary source documents.

Schoolhouse Rock: How a Bill Becomes Law

<https://www.youtube.com/watch?v=Otbml6WIQPo>

This classic song and video explains how bills become laws.

Printed Media

On Order for the SGA/PVMS Library

Branches of the U.S. Government. Burgan, Michael. Published 2012. BL: 7.3

A Kid's Guide to America's Bill of Rights. Krull, Kathleen. Published 2015.

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.		5-8 Benchmark 4-A: explain and describe how individuals, households, businesses, governments and societies make decisions, are influenced by incentives (economic as well as intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating:		Standard 4-A
Grade 8: 1. explain and provide examples of economic goals 2. analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future 3. explain that tension between individuals, groups and countries is often based upon differential access to resources.	Quarter 1: 3. explain that tension between individuals, groups and countries is often based upon differential access to resources.	Quarter 2: 2. analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future	Quarter 3: 2. analyze the full costs and benefits of alternative uses of resources that will lead to productive use of resources today and in the future 3. explain that tension between individuals, groups and countries is often based upon differential access to resources.	Quarter 4:

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
Students can: explain and provide examples of economic goals			CCSS: CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from	Level I: Able to identify two examples of economic goals. Level II: Able to explain the impact of alternative uses of resources—including full costs and benefits.

<p>analyze the full costs and benefits of alternative uses of resources</p> <p>explain tension between individuals, groups and countries</p>			<p>the text. CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of</p>	<p>Level III: Able to identify and give examples of economic tensions that arise between competing interests and different access to resources of individuals and groups.</p> <p>ADVANCED CURRICULUM Level IV: Able to analyze how economics and economic tensions affects individuals, households, businesses, governments and societies.</p>
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			<p>the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7</p>	
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			<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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Resources to Support this Section

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Online Resources

Britannica School
<http://school.eb.com>

This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

Civil War: a War of Resources
<https://www.econedlink.org/teacher-lesson/729/Civil-War-War-Resources>

This lesson plan has students investigate the role of various types of resources in the Civil War.

Research in Context
<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

TedEd: Will the Oceans Ever Run Out of Fish?

<https://ed.ted.com/lessons/will-the-ocean-ever-run-out-of-fish-ayana-elizabeth-johnson-and-jennifer-jacquet>

Through a discussion of overfishing, this video explains what happens when there is unlimited demand for a limited resource.

Printed Media

On Order for the SGA/PVMS Library

Coal Power. Bailey, Diane. Published 2015.

Deadly Droughts. Rajczak, Michael. Published 2017. BL: 5.0

Economic Systems. Britton, Tamara L. Published 2013. BL: 5.1

Economics Through Infographics. Kenney, Karen Latchana. Published 2015. BL: 5.0

Economies Around the World. Fay, Gail. Published 2012. BL: 7.0

Fossil Fuels. Gorman, Jacqueline Laks. Published 2009. BL: 7.9

Fracking: Fracturing Rock to Reach Oil and Gas Underground. Dickmann, Nancy. Published 2016. BL: 6.9

Not a Drop to Drink: Water for a Thirsty World. Burgen, Michael. Published 2008.

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.		5-8 Benchmark 4-B: explain how economic systems impact the way individuals, households, businesses, governments and societies make decisions about resources and the production and distribution of goods and services:		Standard 4-B
Grade 8:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<ol style="list-style-type: none"> 1. describe the relationships among supply, demand and price and their roles in the United States market system 2. identify how fundamental characteristics of the United States' economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal and national levels 3. explain changing economic activities in the United States and New Mexico and the role of technology in those changes 4. identify situations in which price and value diverge 5. describe the use of money over time 			<ol style="list-style-type: none"> 1. describe the relationships among supply, demand and price and their roles in the United States market system 	<ol style="list-style-type: none"> 2. identify how fundamental characteristics of the United States' economic system influence economic decision making (e.g., private property, profits, competition) at local, state, tribal and national levels 3. explain changing economic activities in the United States and New Mexico and the role of technology in those changes 4. identify situations in which price and value diverge 5. describe the use of money over time

Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>describe the relationships among supply and demand</p> <p>identify economic decision making</p> <p>explain changing economic activities</p> <p>identify situations in which price and value diverge</p> <p>describe the use of money over time</p>	<p>College funds</p> <p>beginning in elementary years</p> <p>saving accounts</p> <p>401K accounts</p>		<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse</p>	<p>Level I: Able to define supply and demand.</p> <p>Able to give one to two examples of economic decision making.</p> <p>Level II: Able to explain how supply and demand influences the American market system.</p> <p>Level III: Able to give examples of changing economic activities in the United States and New Mexico.</p> <p>ADVANCED CURRICULUM Level IV</p> <p>Able to analyze and explain the reasons and situations in which price and value of goods and services diverge.</p> <p>Able to provide examples and explanations that track the use of money over time.</p>

			<p>partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p>	
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			<p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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This online encyclopedia includes articles on hundreds of topics at elementary, middle, and high school levels. It also includes primary source documents, images, videos, links to web sites, and full text magazine articles.

EconEdLink: a Lesson on Supply and Demand and Toy Fads

<https://www.econedlink.org/teacher-lesson/961/Lesson-Supply-Demand-Toy-Fads>

“The concepts of supply and demand and related terms are taught through stories about the toy fads of Hula Hoops and Silly Bandz.”

Supply and Demand Explained in One Minute

<https://www.youtube.com/watch?v=GqeRnxSuLFI>

One minute, student-friendly video that explains the basics of supply and demand.

Research in Context

<http://elportalnm.org/middle.php> (scroll down to select “Research in Context”)

In this database for middle school students, searches will yield magazine articles, videos, images, and primary source documents.

Printed Media

On Order for the SGA/PVMS Library

Economic Systems. Britton, Tamara L. Published 2013. BL: 5.1

Economics Through Infographics. Kenney, Karen Latchana. Published 2015. BL: 5.0

Economies Around the World. Fay, Gail. Published 2012. BL: 7.0

Supply and Demand. Ball, Madeline K. Published 2012.

Other Resources

Common Core Social Studies Pacing Guide
8th Grade

STRAND 5-8 Economics				
Content Standard IV: 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.		5-8 Benchmark 4-C: describe the patterns of trade and exchange in early societies and civilizations and explore the extent of their continuation in today's world:		Standard 4-C
Grade 8:	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:
<ol style="list-style-type: none"> 1. explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities and nations for some of the goods they consume 2. understand the interdependencies between the economies of New Mexico, the United States and the world 3. understand the factors that currently limit New Mexico from becoming an urban state, including: the availability and allocation of water, and the extent to which New Mexico relies upon traditional economic forms 4. describe the relationship between New Mexico, tribal and United States economic systems 5. compare and contrast 				<ol style="list-style-type: none"> 1. explain how specialization leads to interdependence and describe ways most Americans depend on people in other households, communities and nations for some of the goods they consume 4. describe the relationship between New Mexico, tribal and United States economic systems

New Mexico commerce with that of other states' commerce.				
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Evidence of Student Attainment	Vocabulary	Knowledge/Skills	CCSS/NGSS	Instructional Achievement Level Descriptors
<p>Students can:</p> <p>explain how specialization leads to interdependence</p> <p>understand the interdependencies between the economies of New Mexico, the United States and the world</p> <p>understand the factors that currently limit New Mexico from becoming an urban state</p> <p>describe the relationship between New Mexico, tribal and United States economic systems</p> <p>compare and contrast New</p>	<p>Urban state</p> <p>The Acequia systems</p> <p>Localized Agricultural Markets</p>		<p>CCSS:</p> <p>CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>CCSS.ELA-Literacy.RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is</p>	<p>Level I: Able to define specialization and interdependence.</p> <p>Level II: Able to identify and give examples of work in NM (eg. farming, ranching, mining, retail, transportation, manufacturing, tourism, high tech)</p> <p>Able to explain, with specific examples, the sustainability or non-sustainability of certain industries in NM and causes of their decline.</p> <p>Level III: Able to explain—with specific examples--the ways in which the economies of NM, the US and the global economy are interdependent. (eg. energy industry).</p> <p>ADVANCED CURRICULUM Level IV: Able to compare and contrast, with specific examples, NM commerce with that of other states'.</p> <p>Able to analyze and describe the relationship between</p>

Mexico commerce			<p>relevant and sufficient; recognize when irrelevant evidence is introduced. CCSS.ELA-Literacy.RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.</p> <p>CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.</p> <p>CCSS.ELA-Literacy.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-Literacy.RH.6-8.2 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>CCSS.ELA-Literacy.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>CCSS.ELA-Literacy.RH.6-8.5</p>	NM, tribal, and US economic systems
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			<p>Describe how a text presents information (e.g., sequentially, comparatively, causally). CCSS.ELA-Literacy.RH.6-8.6</p> <p>Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-Literacy.W.8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-Literacy.W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-Literacy.W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>CCSS.ELA-Literacy.W.8.8 Gather relevant information from multiple print and digital sources, using search 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.</p>	
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<p>Printed Media</p> <p>On Order for the SGA/PVMS Library</p> <p>Economic Systems. Britton, Tamara L. Published 2013. BL: 5.1</p> <p>Economics Through Infographics. Kenney, Karen Latchana. Published 2015. BL: 5.0</p> <p>Economies Around the World. Fay, Gail. Published 2012. BL: 7.0</p> <p>New Mexico: Land of Enchantment. Hamilton, John. Published 2017. BL: 6.3</p> <p>New Mexico: Land of Enchantment. Bjorklund, Ruth. Published 2016.</p>
<p>Other Resources</p>